

BUSINESS EDUCATION WORLD

April, 1957



SUMMER SCHOOL DIRECTORY ISSUE



**only the world's
fastest electric
gives you convenient
*HALF SPACING***

Easiest method of error control,
Half Spacing is but one of a host
of Smith-Corona exclusives that
mean faster, *finer* typing.
Other Smith-Corona exclusives:

Page Gage—amazing device that
eliminates the usual worry
about end-of-page typing.

Keyboard Control—*all* operating
controls concentrated in
the keyboard area.

Plus: Air cushioned carriage return,
four automatic repeat actions.

Call your Smith-Corona
representative for a demonstration.



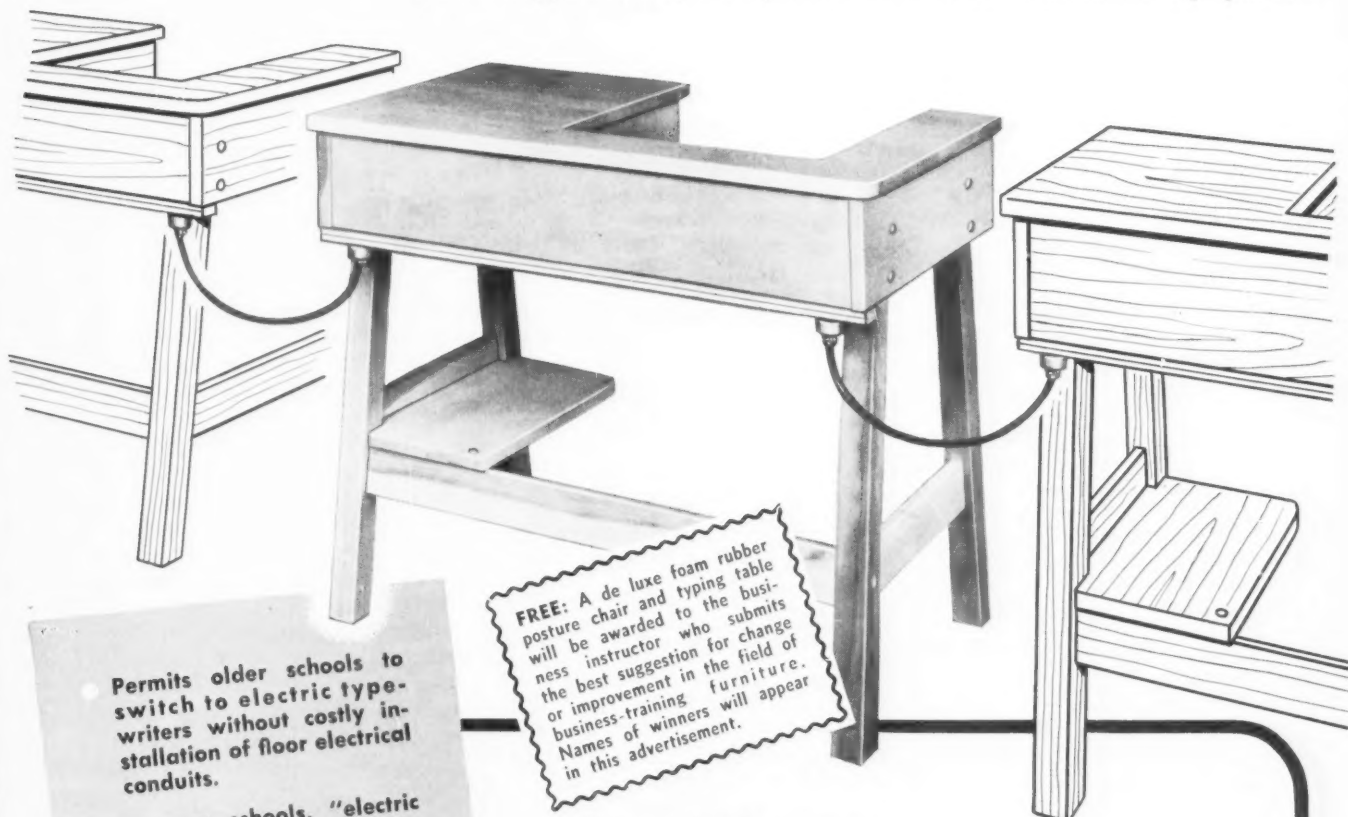
*best business
connection you ever made*

SMITH-CORONA ELECTRIC

New

ELECTRIC DESK

The desk that provides a multiple number of plugs to accommodate electric typewriters, dictaphone and other electrical equipment.



Permits older schools to switch to electric typewriters without costly installation of floor electrical conduits.

In new schools, "electric desk" eliminates plugs in the floor which become filled with dust, dirt and wax.

Eliminates the danger of tripping over loose wires.

Reduces cost of electrical outlet installation to a fraction of former costs.

Permits the moving of typing room to another classroom at future date without costly alterations.

This exclusive electrical feature can be incorporated into any one of our six different desk models.

FREE: A de luxe foam rubber posture chair and typing table will be awarded to the business instructor who submits the best suggestion for change or improvement in the field of business-training furniture. Names of winners will appear in this advertisement.

No wasted aisle spaces on sides of room. Desks are built out from wall, with large center aisle.

Practically no wires show. Machine cords are shortened or concealed under the desk frame.

Each desk is equipped with four electrical outlets.

Floor plans are available from the Educational Services Division of all electric typewriter manufacturers.

This electrical feature can be added to our desks in the field at a later date, if desired, so that your machine purchasing program remains flexible.

Desks of America
Bridgeport 6, Conn.

Gentlemen: Please send me complete information together with prices on your new electric desk and other business training desks and furniture.

Name

Address/School

City State

DESKS OF AMERICA, INC.

Bridgeport 6, Conn.

APRIL, 1957

FEATURE ARTICLES

The Problem of Testing in Business English	Sylvia C. Eiteman	17
Training on Machines Helps Accounting Students	Joseph F. Specht	19
Using a Schedule of Experiences in D. E.	Roman F. Warmke	21
Practice What You Teach	E. C. McGill	22
An "Unwritten" Letter to the Editor	Louis A. Klos	25
The Story of Mary and Miss Smith	Helen H. Green	26
How Young Is "Too Young to Type"?	Harold H. Smith	34
The Use of the Library	Margaret C. Anderson	35
Simple Typing Projects Stimulate Beginners	Doris Guss	36

SPECIAL SECTION

Summer School Directory	28
-----------------------------------	----

DEPARTMENTS

Problem Clinic	5
Business Scene	15
Shorthand Corner	John J. Gress 39
Consumer Education	Ramon P. Heimerl 40
Teaching Aids	Jane F. White 41
Progressive Shorthand Speed Tests	H. M. Allen 42
New-Matter Dictation with Previews	Charles B. Hicks 43
Dictation Transcript from <i>Today's Secretary</i>	45
Professional Report	49
New Business Equipment	56

PHOTO (Cover and pages 28-29): H. Armstrong Roberts

Publisher:	E. WALTER EDWARDS	Editorial Associates:	ALAN C. LLOYD
Editor:	JAMES BOLGER		ROY W. POE
Assistant Editor:	ROBERT PARKER		CHARLES E. ZOUBEK
Copy Editor:	RUBY GROSSMAN	Contributing Editors:	JANE F. WHITE
Production Manager:	ELEANOR PERZ		JOHN J. GRESS
Circulation Manager:	FLORENCE E. ULRICH		RAMON P. HEIMERL

Advertising Representatives: McGraw-Hill Publishing Company, Inc.

ATLANTA 3—DOUGLAS C. BILLIAN, 1301 RHODES-HAVERY BLDG. JACKSON 3-6951
CHICAGO 11—GERALD T. O'MARA, 520 N. MICHIGAN AVE. MOHAWK 4-5800
DALLAS 1—GORDON JONES, 1712 COMMERCE ST. RIVERSIDE 7-5117
LOS ANGELES 17—RUSSELL H. ANTLES, 1111 WILSHIRE BLVD. MADISON 6-4323
NEW YORK 36—WALTER M. LANGE, 330 W. 42 ST. LONGACRE 4-3000
SAN FRANCISCO 4—WILLIAM WOOLSTON, 68 POST ST. DOUGLAS 2-4600



BUSINESS EDUCATION WORLD is published monthly (except July and August) by the Gregg Publishing Division of the McGraw-Hill Book Company, Inc., at 1309 Noble St., Philadelphia 23, Pa. Editorial and executive offices at 330 W. 42 St., New York 36. SUBSCRIPTION RATES: United States and Possessions—\$3.00 a year, \$5.00 for two years; Canada—\$3.50 a year, \$6.00 for two years; Latin America—\$5.50 a year, \$7.50 for two years; all other countries—\$6.50 a year, \$8.50 for two years. Copyright 1957 by the Gregg Publishing Division of the McGraw-Hill Book Co., Inc. All rights reserved. Printed in the

U.S.A. Second Class mail privileges authorized at Philadelphia, Pennsylvania. Indexed in *Business Education Index* and *Education Index*. Information and data in the "Business Scene" are abstracted, with permission, from *Business Week*, the magazine of business executives, and from reports of the McGraw-Hill Department of Economics. BUSINESS EDUCATION WORLD is also available in a microfilm edition from University Microfilms, 313 N. First St., Ann Arbor, Mich. Address correspondence regarding subscriptions to Circulation Department, BUSINESS EDUCATION WORLD, 330 W. 42nd Street, New York 36, N. Y. Send in both old address and new address when there is a change; allow four weeks for entry.

[The following letter was forwarded to us by Ruth C. Beede, author of "Secretarial-Training Bulletin Boards" (BEW, Feb. '57, p. 20). Mrs. Beede did not mention whether she was able to fill the letter writer's request.]

Bulletin-Board Posters

Dear Mrs. Beede:

While glancing through the February BUSINESS EDUCATION WORLD, we were attracted to your beautiful Secretarial-Training Bulletin Board posters. We have not seen anything so attractive in a long time.

We conduct a secretarial school in this part of the Province of Nova Scotia. We have been asked by the local Board of Education to put in a window display featuring some phases of our business teaching.

Would it be possible for you to send us, or sell us, some of the pattern designs that you used for your article? We thought that we could make the *Mary, Mary Secretary* poster if you could send us a sample of the flower design.

We shall await your answer to this letter. If we are asking too much of you, please forgive us.

SISTER MARY CHARLES, Principal
St. Patrick's Business College
Digby, Nova Scotia, Canada

Problem Clinic

To the Editor:

. . . Your Problem Clinic department is most helpful, as it answers a lot of questions that most of us have. Too, it helps us to see ourselves as maybe we have not done before.

ETHEL HART,
Southern State College
Magnolia, Arkansas

CORRECTION: Some typographical errors are merely amusing, others are mildly irritating. But the one we made on page 19 (third column) of our March issue is downright embarrassing. One sentence read, "Employers have sharpened their ads—and their offers—to get scarce *white-color* help." The expression should, of course, have been *white-collar*. The offending adjective was not a reflection of the views of the author, the companies referred to, or the BEW editors—it was simply a typographical error that we didn't catch.

ADDING MACHINE TOUCH-TEACHING MADE EASY

An important new contribution in office practice teaching aids. Reserve your complimentary copy of forthcoming new

TEN-KEY INSTRUCTION MANUAL

By Earl G. Nicks, Ed. D., and Robert J. Ruegg, M. B. A.

- Complete lesson plans for 2½ up to 10 class periods of machine practice.
- Complete answer sheets available in quantity at reasonable cost, without re-ordering of manuals.
- Ten lessons cover Underwood manual and electric Adding-Figuring Machines and Printing Calculators.

Here is a basic new approach that provides true flexibility, giving practical help to both teacher and student. To reserve a complimentary copy without obligation, simply drop us a line, giving name of school where you teach. Dr. Earl G. Nicks, Manager, Business Education Division, Underwood Corporation, Dept. B, One Park Avenue, New York 16, New York.



Truly new Multi-Flex Control on Underwood Sundstrand Adding-Figuring Machine gives faster, easier, quieter figurework . . . makes it easier to multiply.

underwood

The master-touch in business machines

Between Us Teachers



by Earl G. Nicks, Ed. D.

"The wide demand for touch skill on ten-key adding and computing machines offers the business teacher another opportunity to serve the needs of business. We in the Business Education Division have sought to help you meet this demand in two ways:

First, by providing the new Underwood ten-key teaching aid offered here, which is truly adaptable to the wide variances in class time encountered under today's school conditions; and

Second, by providing a new manual on 'Methods of Planning for Office Practice' which will help both teachers and administrators in the logical development of courses, in planned acquisition of equipment, and in making the most effective use of machines and time available. Part III of the booklet entitled 'Tips for Office Practice Teachers', contains general suggestions we also hope will be of help to you.

The unusual feature of our new Ten-Key Instruction Manual is that the student practices on all arithmetic functions in the first 2½ periods of instruction. This cycle is repeated several times throughout the manual; each cycle providing new problems in addition to review. The daily assignments and examinations are so arranged that instruction can be terminated any time after the first 2½ class sessions—without extra effort on the part of the teacher, and without 'short changing' the student.

We invite your comments and suggestions after you have used these new teaching aids."

O n r e h u
 o . w = G y L *



* **Why your students write better shorthand with a Gregg-approved Esterbrook Pen**

Every teacher of Gregg shorthand knows that a shorthand student can't write *perfect* Gregg with a pencil, ball point or an ordinary pen.

An Esterbrook pen with Gregg-approved point (No. 1555) writes the completely uniform line required by the Gregg system. It's a writing instrument of the very highest quality—starts

writing instantly, won't leak, needs almost no "writing pressure."

What's more—Esterbrook is the only Gregg-approved pen priced within the range of every student—at only \$2.95. The *only* one with replaceable points. If the Esterbrook point is damaged, a new one screws in in seconds. Cost—a mere 60¢. And the pen is good as new.

May we suggest, then, that you recommend the Esterbrook pen to your shorthand students.

Esterbrook® -the only Gregg-approved pen with replaceable points. Just **\$2.95**

Problem Clinic

HERE ARE THE most recent problems submitted for your consideration.

1. In our small school of 170 students, the business department can offer only one year of shorthand. Because each student must take five subjects each year, by the time their senior year comes, a lot of the girls take shorthand—whether they are interested or not. This year my class is small—just nine girls (eight seniors and one junior). All but two are doing fine work. One girl cannot pass transcription—a common occurrence in such a situation. The other girl cannot pass anything. She, Geraldine, is the problem.

To give the background briefly: I taught Geraldine in Typing II last year (her junior year). She should not have entered the advanced class, but she wanted it and struggled through, making things difficult for both herself and me. The Typing I teacher said that Geraldine had been one of the poorer students the previous year. Her co-ordination is poor, her ability average, and her comprehension nil. Also, her parents back her 100 per cent. Last year, I was "unfair in my grading of Geraldine" (quote Mama and Papa). Geraldine "deserved much better grades," and so on. Now she is near graduation and wants to go into the commercial field. This year she is also taking book-keeping, doing average work. The main complaint is that she gives the impression of all the confidence and ability in the world, but actually has nothing to put forth.

When Geraldine flunked the first semester of shorthand, both she and her parents were up in arms about my teaching, the superintendent's ability, and things in general. Now she is getting an even lower grade, per-cent-wise, and she still insists on completing the year. In addition to this already grave problem, the superintendent here, who does not have too much backbone, does not support his teachers but does anything the students wish. I think that it would be best for all concerned—especially Geraldine—if she dropped shorthand and discovered before next year (when she wants to go to junior college and take a commercial major) that office work is not for her. Both the guidance counselor and I agree that she would fit only in a routine task like filing or calculating. Now, how can we convince Geraldine and her folks?

Let me add that she has been uncertain about her vocation the last few years. Last year she was set on nursing, although she never had taken a science subject. Then, last summer she worked for one week in the small office at the county fair and decided that she must be a secretary. Added to this background, you must consider her air of confidence and her lack of ability—a perfect combination for a perfect flop in an office.

Any suggestions would be greatly appreciated. I feel that, even if I solve the shorthand "situation," I still need to try to help place this girl somewhere in the world where she can do some good for herself and others.

ANONYMOUS

2. (A) Paragraph 48 on page 22 of Gregg Shorthand Simplified for Colleges says, "... the exact placement of a shorthand outline on the line of writing is of no importance." My students took that to mean approval of the opposite of proper placement; in a recent test, many of them poised such words as inform and confer high in the air. It is of tragic importance, because they thereupon proceeded to misread the k in confer as a u. How can I correct this without over-emphasizing the principle that the base of the first consonant rests on the line?

(B) My second shorthand problem involves the distinction between o and oo or u hooks. If students wrote o for u consistently (and vice versa), it wouldn't matter—but the tendency is to read it correctly from the wrong outline.

(Continued on next page)

GET THE BEST—FOR LESS

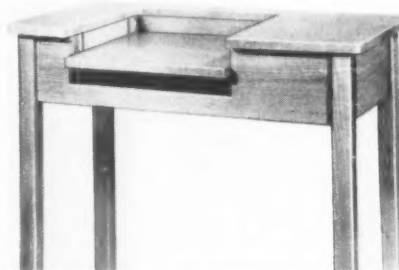
Specify

HARGADON

ADJUSTABLE TYPING DESKS

with "TYPE-RIGHT" Adjustment Unit

Here is a functionally styled desk of sturdy oak construction that will not "shake, rattle and roll"—even under the most constant use. Even the corner blocks are of solid oak. Yet this desk sells at a price considerably below that of competing makes.



• Dimensions are 34"x18"x30". Adjusts from 26" to 30" in ten seconds.

• Shipped "knocked down" to cut freight costs.

Write for price quotations and name of nearest dealer to:

HARGADON MANUFACTURING CO.
3314 W. Kentucky St., Louisville 11, Ky.

GET THE BEST—FOR LESS

A Light Touch

makes
NEAT
ERASURES
with a
RUSH-
-FYBRGLASS
ERASER



No slip sheet needed between carbon and copy. No erasing shield—the Rush Eraser is less than one character thick. In beautiful, life-time plastic case, handy to use as a pencil, with long-lasting propel-repel refills.

Order from your Dealer
or send 50¢ and
name of dealer to

The Eraser Co., Inc.

1068 S. Clinton St., Syracuse 4, N. Y.

(C) How am I to offset the impression that the business department is a general utility and supply room for non-business students and (alas!) faculty—so that (a) supplies, good order, and use of equipment may be under my control so far as my own students are concerned, and (b) all the damage and disorder may be traced to “guests”?

SR. M. MARGUERITE, RSM
Mount St. Agnes College
Baltimore, Maryland

What suggestions do you have for these teachers? Send them, along with any problems of your own that are bothering you, to **Problem Clinic**, *Business Education World*, 330 West 42 Street, New York 36, New York. Remember: For the most interesting and challenging problem submitted to this department on or before May 1, 1957, we offer a prize of \$10; for the next best, a prize of \$5. For the best solution that is submitted to us by the same date, we offer a prize of \$25; for the next best, a prize of \$15.

Remember, too: There's no need to restrict your suggested solutions to this month's problem; feel free to comment on earlier problems as well.

DECEMBER PROBLEMS

Problem 1

At present, I am teaching in a large school system. In addition to the office machines room, we have three typing rooms equipped with machines that vary in number from 36 in the first room to 42 in the third. Every teacher who uses the room (often as many as four or five) is responsible for the machines. In reality, this makes no one responsible—or so it seems. I would appreciate a suggested outline to be presented to the students, stressing their responsibilities as users of the machines; teachers' methods of keeping track of needed repairs, or any suggestions that others have found helpful in keeping the machines operating smoothly.

M. W.

Suggested Solution

Dear M. W.:

I do not have a problem similar to yours, but I believe that the following solution would be feasible.

First, I would print a number on a piece of tape and attach it to the right side of the typewriter. (The number could be read by the operator but would not be in such a position that anyone would be tempted to remove it.)

When a student complained about the machine's not working properly, the teacher would try to fix it; if the nature of the trouble demanded a repairman's attention, the teacher would record the tape number and the nature of the re-

pair in a “repair book.” To avoid duplication, all teachers using the room would use the book in the same manner.

When a sufficient number of repairs had accumulated to warrant calling a repairman, a teacher using one of the typing rooms the last hour of the day should notify him. The teacher would also need to notify the teachers who were using the other typing rooms the last hour of the day, so that they, too, could ready their rooms for the repair call.

Each teacher would prepare his room for the repairman during the last five minutes of the hour by dictating the nature of the repairs to the students—saying, for example, “Whoever has machine number 17, insert a sheet of paper and type the following message on it: ‘Keys pile on R, M,’ and so forth. Leave the cover off your machine so that when the repairman comes, he will know which machines need repair and the nature of the trouble.”

After the machine had been repaired, the repairman would remove the paper and cover the machine, indicating its readiness for use. If some part had to be removed and taken to the shop, the repairman could indicate the fact on the paper and leave the machine uncovered, thus attracting the attention of the first teacher to use the room the next morning.

The “repair book record” would be a fine way of keeping track of which makes of machine required the most repair.

EARL L. BUHLER
Central High School
Aberdeen, South Dakota

Problem 2

Very frequently, we are asked to sponsor an assembly program. I wonder what suggestions other business teachers might have regarding interesting programs which the business department could present for a junior-senior high assembly.

MARGARET J. METZ
Upper Dublin High School
Fort Washington, Pennsylvania

Suggested Solution

Dear Miss Metz:

I used to have to put on an assembly program for our junior-senior high school every other year. I had two programs that proved very successful. (Both of these ideas originally came from *BUSINESS EDUCATION WORLD*.)

1. I put on a number of short skits, each of which would take only a few minutes, under the title, “What’s Wrong with This Picture?” Each skit showed something being done incorrectly or gave an example of poor behavior in an office. For instance: the secretary forgets things and doesn’t make notes; she airs personal troubles; she is tactless about correcting others. Sometimes, too, I had one skit in which a number of secretaries are *all* doing things they shouldn’t—putting on makeup, using the phone for personal calls, appearing with incorrect dress, etc. A panel of students sitting at the front of the auditorium tried to pick the fault

or faults from each skit. Just a few pieces of office furniture are needed for this assembly, and it is amusing as well as educational.

2. My other assembly program was a play called “Yesterday and Tomorrow.” The first scene had an old-fashioned setting and showed, in a humorous manner, how offices were run in the old days and how little advertising was done. The second scene, which took place 23 years later, showed a modern office. I took care of this change of scene by having the first scene take place at the front of the stage after the second had already been set up behind a curtain. In this scene, up-to-date methods were shown, and the head of the company was considering new advertising methods. The third scene showed this man auditioning some kind of entertainment for a radio or TV program to advertise his product. This program takes more scenery and more work, but it is very effective. I have a few copies of this play as I used it, but it would probably need to be adapted for different situations.

MIRIAM F. WOOD
Pulaski Academy and
Central School
Pulaski, New York

Problem 3 (A)

(A) A student in my Business Education Methods class made the remark to me that she had decided not to become a teacher. When I questioned her, she replied that, when she thought of the many things one had to know to be a typing teacher, she felt that she just couldn’t do it.

In this class, we deal briefly with the various fields of business education, but we cannot go extensively into any one of them. For instance, we have two chapters in our text and about six class periods devoted to the teaching of type-writing. I naturally feel that we need to make the best possible use of this time, so we have used our business-education magazines and reference books extensively. We have tried to choose materials that the undergraduate student without teaching experience could appreciate. Is it possible that this is too much “cold storage” education? Just how much can one give students on this level?

MARTHA MOSIER
Abilene Christian College
Abilene, Texas

Dear Miss Mosier:

I realize that, when our business-education students see the many different duties that business teachers have to perform, they may visualize an endless task; but I wonder if they realize that they have many excellent books and magazines and much free material to help them find teaching aids. Business firms offer a wealth of literature, films, and poster material that, with a little work on the part of the teacher, can be developed into useful teaching units.

I think that we should also stress the fact that our subject matter can be made more interesting than any other in the curriculum, and that students jam our classes because they really want to take

R.C.Allen professional features
make teaching faster...
...learning easier!



... PRICED AT A LOW
LOW SPECIAL
SCHOOL PRICE!

R.C.Allen Business Machines, Inc.

684 Front Ave., N. W., Grand Rapids, Michigan

NEW HI-SPEED TOUCH—A new spring balanced tension makes this the lightest touch, fastest typing manual machine your students ever used.

VISIBLE, AUTOMATIC MARGINS—The easiest, fastest margin setting of all. Indicators show exact location on margin scale.

INTERCHANGEABLE PLATEN—Teach on the machine that gives you the "Quick-Switch" platen, that makes the VisOmatic a specialized writing machine.

BALANCED LINE SPACING—Save miles of "reach" with one-space movement of the lever for single spacing; two-space movement for double spacing; not... three-space movement for all spacings.

FINGERTIP KEYSER TAB CONTROLS—Conveniently placed on facing panel; instant, precision set and clear; simplifies tabulation required in all types of professional work.

ADJUSTABLE SPACING—Simplifies right margin justification and "error correction."

FREE TEACHING AIDS

As an aid to teachers, R. C. Allen provides free... keyboard and operating features tests, wall charts and progress charts. No charge and no obligation, just check 'Teaching Aids' on the coupon.

Write for the Special School Price

684 Front Ave., N. W., Grand Rapids, Michigan

EDUCATIONAL DEPARTMENT

- ☐ Without obligation, please send me more information about the R. C. Allen VisOmatic Typewriter.
☐ Send free teaching aids.

Name _____

School _____

Address _____

City _____ Zone _____ State _____

Brush Tips

BY BRUSHMAKERS

LOOSE BRISTLES CAUSE JAMMING of typewriter keys and sluggish machine operation. Inferior brushes shed bristles which fall into the machine and catch in moving parts. A service call is necessary to restore the machine to proper working order.

Our brushes are constructed with permanently "locked-in" bristles. Nothing to age or deteriorate to cause shedding of bristles. Tough "Tynex" nylon bristles will not break off in cleaning.



BE SERVICE-CONSCIOUS. Start keeping your office machines clean with quality brushes. These brushes are guaranteed 100% against shedding, and outlast cheaper brushes by 10 times. Order from your dealer or send your order directly to us with the name of your dealer. Brushes, 50¢ each; or \$1.50 for complete Steno Brush Kit.

Brushmakers, Inc.

529 So. 7th St. • Minneapolis 15, Minn.



ADJUSTABLE TYPEWRITER DESK WITH "TYPE RIGHT" UNIT

- Make adjustment quickly and easily—from 26" to 30".
- Typewriter platform fits closely.
- Oak or Maple with natural finish.
- Top of desk is 36" long, 20" wide, 30" high.
- Recessed area 16" x 16". Shipped assembled.

No. 23 desk, same as above but without modesty shield or book shelf. Shipped K. D.

Write for prices—for sample desk we will assume freight charges.

FEDERAL WOOD INDUSTRIES, INC.
1029 W. Chicago Avenue, Chicago 22, Ill.

them. I have always felt a little sorry for teachers who teach required subjects.

Of course, the thing that makes our work very important to both student and teacher is the fact that we can so easily see the progress that we make from day to day. In so many fields, teachers complain that they feel they are getting nowhere, and that they have so many slow students. As a rule, if students are willing to work, they make very rapid progress in business subjects.

Many businessmen in our own and nearby cities are willing and eager to help business students with their problems. They talk to groups, help them plan trips to offices, give them advice concerning requirements that employers would like to see them meet, and help in many other ways. We find our nearest NOMA group very helpful.

We are working toward a goal the student can see. This makes our teaching much easier. Our students know that, if they work hard, it will not be difficult for them to obtain very good positions as typists, secretaries, and bookkeepers in this country—and, eventually, abroad, if they are interested in continuing their career in this way.

I think that a teacher of business education comes into contact with more interesting people than a teacher in any other field. I, for one, have always been extremely glad that I chose teaching as a profession, and business subjects as my field.

OPAL HEATHERLY
Rich Hill High School
Rich Hill, Missouri

Problem 3 (B)

What can be done with people who, after eighteen class meetings in Typewriting I, still insist on looking at their hands? I have one boy with whom I have done remedial work on the keyboard reaches. I have moved him to a blank keyboard. I have done everything I know to help him, but nothing seems to work. Is more work on his keyboard indicated, or just how can I help him?

MARTHA MOSIER
Abilene Christian College
Abilene, Texas

Suggested Solution

Dear Miss Mosier:

The faults of watching the keys or looking at the work in the machine as it is being produced can be overcome by giving the typist exercises that involve deep concentration.

This work usually consists of paragraphs in French (or another foreign language) that force the student to look at each letter in the copy as he is typing. Material of a very technical content, such as abstracts from medical journals, serves the same purpose. Try typing "disodium hydroxymercuridebromofluorescein," and you'll understand what I mean.

Rhythmic sentences also help the student keep his mind on the copy. As you are probably aware, such sentences are specially constructed, using words of either three or seven letters, so that the sound of the rhythm is apparent to the

typist. One such sentence I can recall to mind at the moment is, "Our own typists did the copying and the letters are all correct"—but, of course, you can construct these for yourself.

Best of luck!

MARGARET MCCARTHY
Romford, Essex
England

JANUARY PROBLEMS

Problem 1

I can think of no greater problem in teaching business subjects than that of grading—I mean "per cent" grading. From the many grading plans reviewed, I have selected Doctor Rowe's and Doctor Lloyd's short cut method of grading on the "Normal Curve," as suggested in the teacher's manual for Gregg typing. But, by using this method of grading (the normal-curve basis), which tells the status of each student compared to his classmates, I am faced with the problem of having students who have the required grade for promotion to a second-year shorthand or typing class, but who have not achieved the standards set by the Department of Education—namely, a minimum speed of 60 words a minute for five minutes at the end of Short-hand 1 and 25-30 net words a minute at the end of Typing I.

Sometimes I wish there were fixed standards.

S. S. M.

Dear S. S. M.:

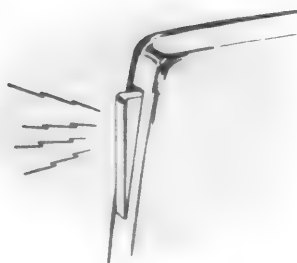
Yes, I've wished, too, for fixed standards. How easy it would be to hand an A to Joanne because she can take dictation at 100 words a minute, a B to Doris because she has managed to take it at 90 wpm, and a D to Jeannie because she hasn't quite reached the charmed circle of 80-wpm writers.

But, wait a minute! Is it really that easy? We check our records and note that Joanne could take dictation at 100 wpm even before the marking period started. Should she have an A for "coasting" the past few weeks? And what about Katie, who has written consistently at 60 and who despaired of ever reaching 80? Suppose she finally scales that pinnacle and, in her elation, finds that she has reserve speed of which she was not aware? Next week she tries the "90" and finds that she can take it, transcribing it with 95 per cent accuracy. Is she not more entitled to an A for her accomplishment during the marking period than Joanne, who advanced not at all?

Students frequently suggest that they should be marked entirely on effort. Teachers know that a businessman, when he sees a string of A's on the data sheet, assumes that the A's mean top performance, and not great effort alone. It's impossible, too, for a teacher to state that Janet is producing at the peak of her ability. Too many times we've found ourselves wrong. Too often students are able to "put on a good front" and make it appear that they are absolutely doing their very best.

With all this in mind, at the begin-

ELECTRIFYING NEWS
for all schools!...



Now Heyer offers push-button
duplicating at little more than the
price of some hand-operated machines

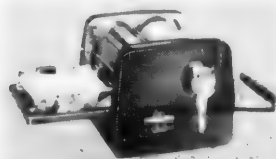


Heyer AUTOMATIC *Mark II*
CONQUEROR
SPIRIT DUPLICATOR

\$299⁵⁰
Plus Tax

Heyer has broken the price barrier with the new Mark II Conqueror automatic electric spirit duplicator. Every school duplicating job—bulletins, class outlines, tests, special forms, etc.—can be produced much more easily on the new Model 76 Mark II Conqueror, at the rate of 110 clear, crisp copies per minute in 1 to 5 colors . . . at a fraction of a cent per copy. Its constant speed produces better and more uniform copies; it frees the operator so that the copies can be observed; it permits pressure and fluid controls to be adjusted at will; and most important . . . there's no effort on the operator's part! The Model 76 offers all this . . . at a price that can't be matched.

Engineering improvements on the Model 76 Mark II Conqueror include a brand-new Feed Drive Mechanism which works only in a forward motion . . . eliminates the lurch found in old-fashioned reciprocal drives. It has new High Precision Clutches and Nylon Gears that are quiet and need no lubrication, plus an 11" and 14" Cylinder Stop. The completely redesigned Motor Drive gives smoother operation, while the conveniently positioned Motor Bar permits effortless fingertip starting. Operating instructions are permanently printed on the Model 76, so anyone can operate it in a jiffy. Feature for feature . . . this Mark II Conqueror is the biggest value in spirit duplicators today!



MODEL 70 *Mark II*
CONQUEROR

For those schools whose budget requires a quality duplicator at the lowest possible price . . . the hand-operated Model 70 Mark II Conqueror is the perfect buy. It has been completely redesigned too, and now features a new Feed Release Button as well as Paper Stackers, previously found only on the Model 76 automatic electric duplicator. The Model 70 Mark II Conqueror hand-operated duplicator prints up to 110 copies per minute of anything typed, written

or drawn on the master . . . in 1 to 5 colors at once. **\$195⁰⁰**
Plus Tax

The HEYER Corporation

1844 South Kostner Avenue, Chicago 23, Illinois

☐ Send additional information about the new Mark II Conqueror duplicators.

☐ Please arrange a demonstration.

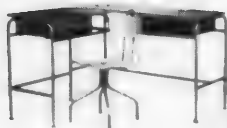
NAME _____

ADDRESS _____

CITY _____ STATE _____

SCHOOL _____ POSITION _____

SEE THE CONQUERORS AT ALL THE MAJOR SCHOOL CONVENTIONS



Business

TRAINING IMPROVED

WITH
OF GARRETT
HARCO

"TYPE-WRITE" ADJUSTABLE TYPING STANDS -
CALCULATOR AND BUSINESS MACHINE STANDS
- BOOKKEEPING STANDS. POSTURE CHAIRS



SEND FOR
FREE
LITERATURE
AND DETAILS

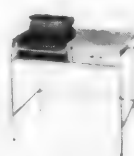
TO:



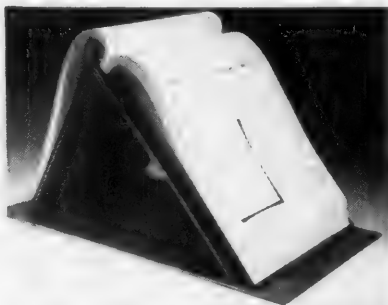
Garrett Tubular Products, Inc.

P. O. BOX 237

GARRETT, INDIANA



BUD'S CHUM COPY HOLDER



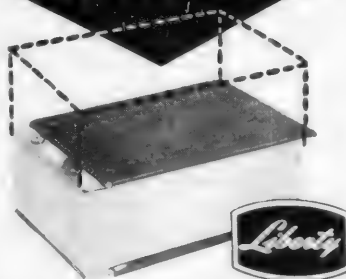
SAVES EYESIGHT! PROMOTES ACCURACY!
Just what the student needs —
holds a typing book or a single
sheet of paper. Every student can
afford one.

SCHOOL PRICES: DELIVERED TO YOU

1 to 12 copy holders.....15c each
12 to 50 copy holders.....14c each
50 & over copy holders.....12c each

BUD TYPE CLEANER
P. O. BOX 4644
BALTIMORE 12, MARYLAND

This Binder has almost DOUBLE CAPACITY!



Because the Liberty Binder is equipped with
Magic Binding Posts—the posts that extend
themselves more than 50%—you get almost
twice the space for binding loose-leaf records.

Magic Posts available in two diameters: $\frac{3}{16}$ "
and $\frac{1}{8}$ "; 15 different post lengths; each
extends more than 50%.

Liberty Binders offer more for your money
because they're made of rugged, tough
masonite with strong, long-wearing alumi-
num hinges . . . a combination that makes
them last for years and years. Binder com-
plete with posts in any length are priced as
low as \$2.35 for $8\frac{1}{2}$ x 11" size.

Write for complete information and prices.

BANKERS BOX CO. • Dept. BEW-4
2607 North 25th Ave. • Franklin Park, Ill.

ning of each marking period I ask each
of my students in dictation classes to
make a statement regarding her present
grade and the grade she will work for
during the new marking period. The card
may read something like this:

"My grade for this marking period
was A. I have passed three tests at 100
words a minute. I want to work for an A
next marking period. I think my oral
reading rate should be at least 200 words
a minute, and I should have an A on all
my vocabulary tests. I think I should be
able to raise my dictation rate to 110
words a minute."

Another student may present a differ-
ent problem. She is a slow worker and
has not passed any tests beyond 60 wam.
Should she be required to reach 110 wam
in order to get an A? This is what she
writes: "I hope to raise my present D to
a B in the new marking period. In order
to do this, I shall try to raise my dictation
rate to 90 words a minute on at least one
test. My vocabulary tests should average
a B and my reading rate should be about
180 words a minute."

When each student sets her own goal,
she feels differently about it than when
it is thrust on her. Naturally, the goal
sheets are checked by the teacher; and,
more often than not, the student will set
for herself a goal that is too difficult for
her to reach, or make the "pathway"
more rugged than necessary. It has
helped to solve the problems of individual
differences, however, to a considerable
extent, and has encouraged the student
to challenge herself.

And, oh, yes—it is very convenient
when marking the cards to have the
sheets before you. You have no qualms
about giving Joanne a B instead of an A,
because you both agreed at the beginning
of the marking period that she should be
taking dictation at 110 words a minute
in order to get an A!

HELEN L. WALTER
Lansing Public Schools
Lansing, Michigan

Problem 2

*I teach typewriting in two special schools
for orthopedic and cardiac students. My
problem-type students are those with cer-
ebral palsy, who have poor motor control
and weak fingers. What suggestions and
sources of information can you give me
to help these children?*

EULA GRIFFITH
Oakman School
Detroit, Michigan

Suggested Solution

Dear Miss Griffith:

I had a one-armed typing student
whom I taught with a group of other
students for two years. She acquired a
typing speed of 57 words a minute and
a shorthand speed of 100 wam. I kept
a complete file of her record and would
be glad to show you any information
you want.

I used two books: *One-Hand Touch
Typewriting*, by George T. Hossfield,
and *Type with One Hand*, by Nina K.
Richardson (Southwestern Publishing

(Continued on page 37)

With Comptometer

and these 4 Free Teaching Aids

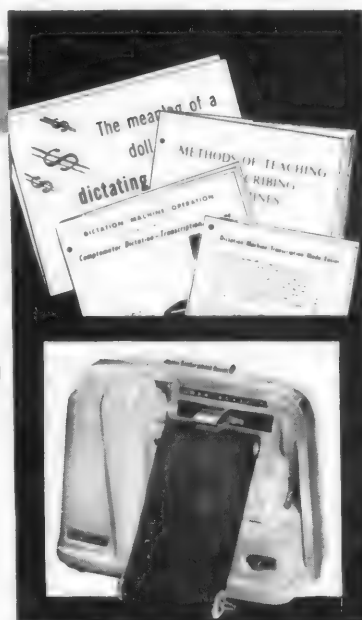
Actual Business Is No Surprise!

1 BULLETIN BOARD MATERIAL

The Meaning of a Dollar an Hour... Dictating Machines Poster. Explains, illustrates new type dictation machine that overcomes objections to machine dictation. Includes discussion questions.

2 METHODS OF TEACHING TRANSCRIBING MACHINES

Guide to practical teaching objectives and methods. Explains latest scientific developments embodied in Comptometer Commander dictation machine. Discusses level of achievement that can be attained. Outlines teaching program.



3 TYPING TESTS

Dictation Machine Transcription Made Easier. Folder. Contains practical typing speed and accuracy tests. Simplifies the checking process. Contains rough draft copy of longhand and typed material for putting into final form.

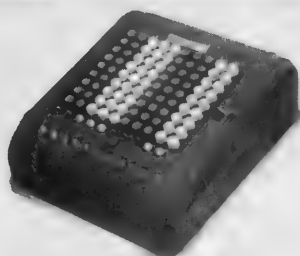
4 FIVE-LESSON MANUAL

Dictation Machine Operation. Five-lesson textbook. Gives stenographic students acquaintanceship skill with the transcribing machine. Use with pre-recorded belts of dictation prepared for maximum learning with minimum practice—employs the apprenticeship method, frees teachers for other duties.

You prepare students for quicker placement and faster advancement when school training is like actual office practice—and that's exactly what these practical texts are designed to provide. With these four texts your students encounter everyday business requirements,

on the same machines they will use in their office jobs. These texts were prepared by Comptometer with the cooperation of the Foundation for Business Education. Help your students and help yourself—mail the coupon today!

Comptometer - BETTER PRODUCTS TO BETTER BUSINESS



World's fastest way to figure...
COMPTOMETER



No lost hand-motion! The 10-key wonder
that figures faster than you think...
Comptometer's COMPTOGRAPH "202"

Felt & Tarrant Mfg. Co.
1705 Marshfield Ave., Chicago 22, Ill.

Gentlemen: Please send me your Free Teaching Aids as Checked:

1 ☐ 2 ☐ 3 ☐ 4 ☐

☐ Send Teaching Aids on COMPTOMETER Adding-Calculating Machine.

Name

School

Address

City Zone State

Modern . . . dramatic way to **STRENGTHEN** a boss' right arm!



—Gregg, Fries, Rowe, and Travis

The secretary has often been called the "right arm" of her boss. It is through his secretary's management of detail that the boss is able to devote his time to the big decisions that confront him. The boss needs a strong "right arm."

Applied Secretarial Practice, Fourth Edition is the book that gives a potential secretary the confidence and poise needed to become the really strong "right arm" her boss needs . . . from her first day on the job. Correct personal attitudes toward business and human relations . . . a most important factor in attaining success in today's complex business office . . . are developed and established. You will like the new Fourth Edition's modern and dramatic approach . . . from its realistic case studies and projects to its imaginative, often humorous drawings.

Supporting materials include a *Workbook*, a *Teacher's Manual and Key*, objective tests, and filmstrips.

GREGG

New York 36 • 330 West 42nd Street

Dallas 2 • 501 Elm Street

San Francisco 4 • 68 Post Street

London E. C. 4 • 95 Farringdon Street

Toronto 4 • 253 Spadina Road

Chicago 30 • 4655 Chase Avenue, Lincolnwood

PUBLISHING DIVISION • MCGRAW-HILL BOOK COMPANY, INC.

A Progress Report on Faculty Salaries:

UP... But Not Nearly Enough

THE CHART on this page provides a report of the progress being made in solving a problem of crucial importance to every American. The problem is that of seeing that college and university faculty members get decent salaries.

This new chapter, which brings the story forward two years—from 1954, when it was last dealt with in this series of editorials, through 1956—has a decidedly cheering element. For in the last two years faculty salaries have made real headway.

Two Years of Improvement

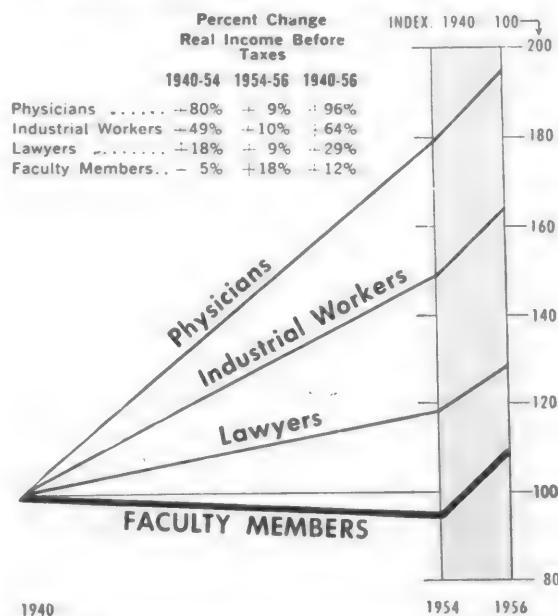
In 1954, in terms of what their salaries would buy, faculty members as a whole were actually worse off, by 5%, than they had been fourteen years earlier. As the chart shows, over the same period the real income of the average industrial worker had increased by almost half. And, in what it would buy, the income of the average physician, with professional training comparable to that of the average faculty member, had jumped by 80%.

In 1956, however, the average faculty salary would buy about 12% more of goods and services than it would in 1940. Relative to where they were two years before, faculty salaries showed a larger gain over the two years than those of any of the

other groups whose salary progress is charted.

This movement of faculty salaries in the right direction has many contributing causes. The biggest single boost was given by the great Ford Foundation gift of half a billion dollars to our colleges, universities, and hospitals, almost half of which was ear-marked for faculty salary increases. Gifts from business firms have also

What is Happening to College Faculty Salaries



DATA: Council for Financial Aid to Education, U. S. Dept. of Commerce, U. S. Dept. of Labor, National Association of Education Research Dept., McGraw-Hill Dept. of Economics.

helped a lot. And so, in many cases, have stepped-up money-raising campaigns by alumni groups and cooperative regional and state groups of colleges.

Still a Long Way to Go

However, faculty salaries started their ascent from such a dismal depth that they still have a long, long way to go up before there is room for the comfortable conviction that they are fair, or even safe, from the standpoint of protecting the nation's vital interests. It still remains possible to find many shocking companion pieces for the following incident recently reported to a McGraw-Hill executive group, working on problems of financial aid to higher education, by the president of an illustrious small liberal arts college.

"The recruiting officer of one of our large industrial companies came to our campus a few weeks ago," the college president said, "and offered five of our seniors higher salaries to start working for that company when they are graduated next June than the salary received by any member of our faculty. And the seniors, of course, promptly went to their professors to seek advice on whether or not they should accept. It doesn't take much imagination to see what this sort of thing does to the morale of a faculty."

Senior Teachers Fare Badly

One of the more devastating things it does, of course, is to make the more experienced college and university faculty members receptive to the idea of going to greener pastures, currency-wise, in business and industry.

For these senior faculty members the financial pounding in the past 16 years has been even worse than the chart indicates. While the average real salary gain reported by the chart has been 12%, the average salary of a full professor still buys less than it did in 1940. This is because most of the salary increases have gone to beginning instruc-

tors, for whose services industry has been providing the sort of competition reported by the liberal arts college president.

And it creates this financial lackluster of posts as senior college faculty members right at the time their services are needed more than ever to handle the oncoming flood of college and university students. Between now and 1970 college and university enrollment is expected to double.

What is Needed Now

What is clearly needed is a continuation and intensification of the drive to increase their salaries to a point where college and university faculty members will be sharing somewhere near fully in the general prosperity of the nation. It could be counted good progress in this direction if over the next two years faculty salaries on the average were to go up another 12%, with most of the increase concentrated in the senior faculty ranks. And this can be made possible only through more outside contributions.

There is reason to be encouraged by the progress that has been made over the past two years in bailing college and university faculty members out of the terrible financial hole into which they were allowed to slide. But there is the most urgent occasion to keep at it and harder.

This message is one of a series prepared by the McGraw-Hill Department of Economics to help increase public knowledge and understanding of important nationwide developments that are of particular concern to the business and professional community served by our industrial and technical publications.

Permission is freely extended to newspapers, groups or individuals to quote or reprint all or parts of the text.

Donald C. McGraw

PRESIDENT

McGRAW-HILL PUBLISHING COMPANY, INC.

Business Scene

On the Level

WASHINGTON TALKS more and more of a leveling off of business this year, instead of a sustained rise with its threat of inflation. Here's the outlook of key Eisenhower advisers: It will be a year of record consumer income and more big spending by business for plants and equipment, but the rise will be limited.

The inflation threat that the Eisenhower administration thought it saw back in the wintertime is being written down. In fact, today one seldom hears any official reference to it. This doesn't mean the end of price rises, for cost-of-living wage raises and other cost factors will put pressure under prices. But it does mean that officials now believe that the upward surge of last year is losing some of its drive.

Check and Double Check

Americans last year drew 3.1 trillion dollars from their checking accounts, a new record. Nearly 10 billion separate checks passed through the clearinghouses. These figures are projections of the Federal Reserve Board's monthly survey of total check debits in 344 U. S. cities; the Fed's figures cover only 70 per cent of the check transactions handled in the country. To oversimplify, check debits are the sums that banks pay out of checking accounts to honor drafts drawn on those accounts.

Last year 165 cities out of the 344 had check volumes of more than \$1 billion; this compares to 156 cities in the previous year. Not surprisingly, New York had the biggest volume of all in 1956, close to \$816 billion. Chicago was second with about \$164 billion and Detroit third with \$74 billion. All these figures reflect the fact that checkbook spending has nearly doubled in the past ten years.

Income Rise Slows Down

U. S. incomes in December, 1956, were 4.8 per cent above those of December, 1955, according to *Business Week's* Composite of Regional Income Indexes. This was the smallest year-to-year gain in twenty months.

Record incomes were set in only four of the Federal Reserve's twelve districts: Philadelphia, Chicago, Minneapolis, and Dallas. The largest increase over December, 1955, was registered by Minneapolis, where income was up 8 per cent. San Francisco was next with 7.9 per cent, Dallas third with 6.8 per cent. The smallest gains were made by Boston and Kansas City (both up 2.7 per cent).

TV Getting Railroaded

British railroads have come up with a new idea to boost revenues: TV entertainment for passengers. A TV train will make its first run from Glasgow to London on April 5. All nine coaches will be equipped with 17-inch sets, one at each end of the cars. The train will carry 600 passengers.


In addition, there is a "caboose studio" outfitted with dressing rooms, a commentator's desk, and a diesel generator for powering both cameras and receivers. Thus, special performers on the train can broadcast over a closed-circuit hookup.

Good Sign for No Signs

Efforts are being renewed in both houses of Congress to bar outdoor advertising along the 41,000 miles of highways to be built under the Federal Highway Aid Act. Sponsors want to preserve the scenic beauty of the countryside.

Up in arms over the proposal is the Brotherhood of Painters, Decorators, and Paperhangers. It insists that it likes natural beauty as much as anybody else, but at the same time it likes to see men working and collecting regular pay checks. According to the union, if signboards are barred, "many thousands of workers in the outdoor-advertising industry will suffer unwarranted job loss." Last year, an antisignboard amendment to the housing bill was defeated when the brotherhood united its efforts with other unions of carpenters, sheet metal workers, electricians, and skilled craftsmen in the sign industry; they were also supported by the employers.

**Important
as your
Diploma!**



**A.W. FABER
ERASERSTIK**

U.S.A. 7099B

AWFABER ERASERSTIK U.S.A. 7099B


Your diploma helps you get a job. Your EraserStik helps you keep it. With this wood-cased, pencil-shaped white-polished beauty you erase without a trace—take out a single letter without blurring the word. Perfect for pencil, ink, typewriting. With or without brush. Ask your Stationer for the original EraserStik.

7099 & 7099B gray, all-utility EraserStik for pencil, ink or typewriting.

7066 & 7066B for those who prefer a soft, red typewriter eraser.

With brush 20c	Without brush 10c
-------------------	----------------------

TEACHERS: FREE sample available for class demonstration. Write on school stationery.



A.W. FABER-CASTELL
PENCIL CO. INC. NEWARK 3 N. J.



**"You were so right about that training on a Burroughs
...it got me the salary I wanted!"**

Time after time, job applicants find that skill acquired on Burroughs machines will open the door to the most sought-after positions. What's more, the demand for Burroughs-trained personnel is growing by leaps and bounds, as every month more and more companies are buying Burroughs machines.

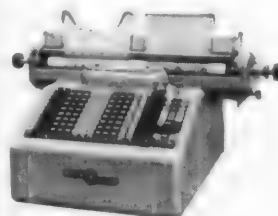
These companies know that Burroughs machines are the ultimate in mechanical perfection . . . yet simplicity itself in operation and upkeep! For these same sound reasons, you will find Burroughs an excellent investment for your training program.

In addition, your students will find Burroughs easier to master and to operate. For full details about the machines, courses, and training aids, phone any Burroughs office; or write Burroughs Corporation, Detroit 32, Michigan.

Just 4 of the many training courses available for your school:



Ten Key adding machine—easily mastered by touch system.



Sensimatic accounting machine—with practice materials for posting.



Calculator—develops high degree of skill and accuracy.



Full keyboard adding machines—course in shortcut addition.



the
problem
of

TESTING

in

BUSINESS ENGLISH

A course that is
characterized by a diversity of subject matter and goals
demands a diversity of tests

SYLVIA C. EITEMAN

Editor, "Business Theory for Secretaries"
(Handbook, National Secretaries Association)

TO BEGIN WITH, the label "Business English" on a course may be misleading. A business English course may really contain very little emphasis on the fundamentals of English. Without doubt, secretarial trainees need drill in spelling, grammar, usage, and punctuation placement. In addition to these essentials, however, a course in business English may embrace all kinds of teachable material—use of the telephone, ways of mailing money, compilation of memoranda and re-

ports, mechanics of letter writing, composition of letters, perhaps a bit of filing—all of which seem completely unrelated to what we ordinarily think of as business English.

Schools may call such a course Business Communications, Letter Writing, Business Correspondence, Office Practice, or Secretarial Procedures. To be consistent, let us call any course of this type *Business English*.

All this confusion about the subject matter of business English leads me to the observation that the more varied the teaching units are, the more varied the goals are, and vice versa. With multitudes of students seeking certain

kinds of jobs but ending up in different ones, the goals *must* be diversified. Naturally, the testing of these goals becomes complicated. The wide range of units in business English makes it impossible to cover all of them, so this discussion will be limited to three: letter writing, grammar, and current events. Indirect reference is made to a few others, however.

LETTER WRITING

Letter writing has many subunits; in a particular course, it may include:

- Composition (the "you" attitude, the purpose, the courtesy employed,

the psychology to be used, the ways of expression)

- Form (punctuation—open, full, or standard; style—full blocked, blocked, semiblocked, indented, or display)

- Mechanics (paragraph breaks, typical salutations, complimentary closes)

- Common inaccuracies to be avoided

How are these subunits to be tested? How close a link can be developed between the real thing—that is, the letter that is mailed—and the student's classwork? Thirty young men and women, thirty crowded desks, only pencil-and-paper equipment, artificially created office atmosphere—what a poor simulation of the true office!

Forms of Tests. In order of worth as devices to judge letter-writing ability, I would rate test forms as follows (from poorest to best): *free answer*, *true-false*, *completion*, *multiple choice*, *actual sample letter*.

Free-answer questions are usually inadequate to measure the ability to write letters. The goal of this unit must be set in terms of what the *average* secretary will be required to do. The chances are that she will be called on to write letters (1) by transcription, with the composition and mechanics decided by her employer; (2) on direction, when simple letters are tossed on her desk and she is instructed to answer them herself.

Training for transcription cannot be measured adequately with the *free-answer* question. What good is it to ask, "What are the kinds of punctuation used in a letter?" The answer can be given by rote—meaningless words, yet right in an absolute sense. *Free-answer* testing does not measure whether the student knows that, for example, in using open punctuation, no comma appears after any line in the inside address; that in full punctuation, some mark must appear at the end of every line; and that in standard punctuation, the typist must place a comma after the complimentary close but no mark after the typed company signature.

If the secretary is to be trained to write letters on her own, she needs to know the whole process of letter writing—all the way from putting down on paper the purpose of the message, through the stages of choosing suitable punctuation, paragraph divisions, and proper words, to the final step of signing the letter and giving it to the postman. How important every single

one of these steps is! Many a letter has been misinterpreted; many a letter has been posted without the signature in ink.

A question like, "What is meant by the 'you' attitude?" calls for a *free answer*. It must be graded subjectively in terms of what the teacher has in mind and what the class has been taught. The usual dangers of the *free answer* exist here, as in other testing: the student may give far more than the precise answer; he may answer wildly, missing the narrow "corral" that the teacher is aiming for; or, he may answer that the "you" attitude means that each sentence should begin with the word "you," thus revealing his failure to see that expressing an attitude involves more than merely repeating a specific word.

The true-false, *completion*, and *multiple-choice* types of tests have far more value in testing letter-writing ability than the *free-answer* type. Sample lines can be drawn from a letter. The student can be asked to complete a salutation like "Dear ———," when the letter goes to a company that consists exclusively of women; or he can choose the correct salutation if he is given a full address with an attention line like "Mr. T. A. Smith." These types of tests pinpoint the answer, are easy to score, can be scored by anyone, and *do* measure significant results of business training. *True-false* tests should contain many items (100 or more), not just a few—a requirement that is often forgotten.

None of these tests, however, can match the *actual sample letter*. All the various threads of letter writing can be woven together into one product and tested in a sample of the student's work. This form lends itself to constant practice and frequent testing. (Several periodic testings are far better than one final test letter.)

Samples of Test Items. Here are two items that I consider poorly constructed for testing a knowledge of letter writing:

1. What is the difference between a city directory and a telephone directory?

(The student can "beat around the bush" on this one. For example, an answer that states who finances each directory is partially correct. Did the class have an opportunity to examine a city directory? For that matter, is it important to know the difference?)

2. Why should stock phrases be avoided?

(Do the students definitely know

what stock phrases are? If we grant that they know the reasons why stock phrases should be avoided, does this question really test their ability to avoid such outworn expressions? What they *know* and what they *do* are two different things—and, after all, "doing" is the main consideration in all testing.)

The following items might be considered fairly reliable. In the first, the identical elements to be found in the real situation are measured in the resultant letter.

1. Represent Sudbury College, and write a letter to Robert Neville, Beverly, Mass., asking whether he can deliver a commencement address on next June 15 and what his fee would be. Used standard punctuation and indented style.

2. Which of the following reference books is the best one for a secretary to use to find the names of our Presidents since 1900? (a) encyclopedia, (b) Congressional Directory, (c) World Almanac, (d) Washington, D. C., city directory, (e) Who's Who in America.

GRAMMAR

Another unit that is heavily stressed in business English is grammar. It is usually repeated as a review. No one can deny that all students need strengthening in this phase of English.

Forms of Tests. All forms of objective tests can be used successfully in measuring the grasp of grammar fundamentals, assuming that such tests are both reliable and valid. In fact, there are many standard tests available, such as the English Minimum Essentials Test, devised by J. C. Tressler, and the Test of English Usage, devised by Henry D. Rinsland and Roland L. Beck. There are few, if any, grammar tests specially prepared for business English. The overlap with regular English is great, however, and whatever phase of grammar is stressed in the business class, the related part of an English test may safely be given.

Here I would rate the test forms in this order (again, from poorest to best): *free answer*, *true-false*, *multiple choice*, and *completion*. The first one suffers from its usual deficiencies. By way of exception, however, one question that I have used and that I still feel is good for *free answer* is this:

List ten "transition" expressions that help to secure coherence between paragraphs.

There are so many such expressions—*despite this*, *nonetheless*, *as a matter of fact*, *notwithstanding*—that the stu-

(Continued on page 38)

HELPS ACCOUNTING STUDENTS



TRAINING ON OFFICE MACHINES

JOSEPH F. SPECHT

Georgia State College for Women
Milledgeville, Georgia

SECRETARIAL-ACCOUNTING

Students who have already completed the office-machines course can and should use their skill to advantage. At Georgia State College for Women, the secretarial-accounting classes are held in the office-machines laboratory. Lectures and blackboard demonstrations are followed by practical problems to be solved by students at their desks. From the first day, each student has a machine available for use in solving the accounting problems. When there are no regularly scheduled classes in the machines room, the accounting students are free to use the equipment.

Throughout the course, the machines are used mainly for addition—footing accounts, proving cash, and taking trial balances. Besides saving considerable time, the machines help to maintain students' interest in their work.

In many instances, a student will work in an office where machines are available for accounting. Putting machines to work in the classroom helps to simulate a real office situation.

Some machines are better suited to a particular job than others. But a student who is proficient on any of the basic machines—the ten-key or the full-key adding machine, the rotary or the key-driven calculator—can use his machine to advan-



Top left: a Monroe salesman explains multipurpose uses of posting machine.



Top right: a secretarial-accounting class in progress in office-machines room at GSCW.

tage, whether he is figuring extensions on an inventory sheet or determining a trial balance. The machines can be used to particular advantage in the section on banking and in working with the cash book, payrolls, notes, and accounts of creditors and customers. Finally, they are useful in making calculations on the work sheet and in checking the accuracy of the figures on financial statements. Near the end of the term, when the student is ready for the practice set, he will especially appreciate the convenience of the machines in making the necessary calculations.

When the class begins the section on banking, a thorough demonstration by the instructor in the use of the bank-posting machine and its relation to the banking cycle will make the whole project meaningful. When the student sees how the bank statement is actually made up and observes the route that the checks and deposits travel, he will understand better the complexity of the banking operation.

Ledger accounting can be explained quickly and clearly by a demonstration on the accounts-payable-and-receivable posting machine. Visual emphasis can be given to the important point that monthly statements are made up as the daily posting is completed, thus making possible the quick mailing of statements.

Don't let your accounting students miss the opportunity to put to use the skills acquired in the office-practice course while they are acquiring knowledge in a new area.



Above: the use of Burroughs Sensimatic in banking is explained by firm's assistant comptroller (right).

Below: the author illustrates ledger-posting procedure for Underwood ten-key posting machine.



BECAUSE distributive education is dynamic, new terms appear in the literature constantly and old terms acquire new meanings and connotations. To avoid confusion, the following definitions are used in this article:

1. *Schedule of Experiences*: A written schedule consisting of a breakdown of planned, rotated experiences that the student learner will follow in the work-experience laboratory. The experiences increase in student responsibility as the school year progresses.

2. *Model Job Schedule*: A general job description listing the duties, responsibilities, and requirements common to many different distributive positions.

3. *Job Schedule*: A detailed job description listing the duties, responsibilities, and requirements of a specific distributive position.

4. *Training Plan*: A written agreement prepared co-operatively by the co-ordinator, the employer, and the student learner, outlining the authority and responsibility of each. It is broad in scope and includes the schedule of experiences.

Part of the job of the teacher-co-ordinator is to help student learners to experience as many learning situations as possible. In order to do so, he should include a schedule of experiences in the training plan of each student. Co-ordinators have often been told that a model (general) job schedule should not be used in preparing a training plan. They sometimes interpret this too literally; consequently, the value of using a model as a guide is overlooked.

The way in which a model job schedule is used will determine its value. It can be of use for determining suitable schedules of experiences for student learners. It can be used for either detailed or general information.

Many distributive positions include common activities that provide a starting point for preparing a schedule of experiences. In a study of 26 typical positions held by co-operative part-time distributive students (unpublished paper, University of Minnesota, 1952), I found that almost every student learner performs these functions:

- I. Ascertains merchandise desired by customer
 - A. Make
 - B. Type
 - C. Size
 - D. Pattern or design
 - E. Quantity
 - F. Approximate price
- II. Displays merchandise
 - A. Correlates displays with ads
 - B. Determines merchandise to be used
 - C. Designs layout of display
 1. Determines theme

DISTRIBUTIVE EDUCATION

USING A SCHEDULE OF EXPERIENCES

ROMAN F. WARMKE

Colorado State College of Education, Greeley

2. Decides on color theme
3. Decides on types of fixtures
4. Sketches display
- D. Apportions space
- E. Uses current display fashions
 1. Consults manufacturer
 2. Works with display department
 3. Helps plan fashion shows
 4. Participates in conferences
 5. Exchanges suggestions
- III. Assists customer in selection
 - A. Quality
 - B. Style
 - C. Durability
 - D. Popularity
 - E. Utility
 - F. Taste
 - G. Appearance
 - II. Freshness
 1. Price
- IV. Performs clerical duties
 - A. Sales slips
 1. Designates merchandise
 2. Notes own identifying number
 3. Writes customer's name and address
 4. Gets customer's signature (for charge or C.O.D. purchases)
 - B. Pickups
 - C. "Want" slips
 - D. Requisitions
 - E. Contracts
- V. Receives payment or secures credit authorization
 - A. Cash payment
 1. Wraps article, rings up sale on cash register, makes change
 2. Gives article to cashier-wrapper
 3. Uses pneumatic-tube or overhead-carrier system
 - B. Check payment
 1. Approval from credit department
 2. Approval from floor man or department manager
 - C. Charge purchase
 1. Approval from credit department
 2. Approval from floor man or department manager
- VI. Attends to stock on sales floor
 - A. Places merchandise on shelves, racks, or stands
 - B. Requisitions replacements of staple articles from stockroom

C. Closing-time duties

1. Covers stock
2. Removes certain stock from counter
3. Fills out merchandise-order slips
 - a. For merchandise not in stock but called for by customers
 - b. For stock in scanty supply
- VII. Trims showcases on sales floor
 - A. Following directions from department head
 - B. Following directions from window trimmer
 - C. Using available information
- VIII. Takes periodic inventory
 - A. Calls out items
 - B. Records items on inventory sheet
- IX. Builds up personal following
 - A. Keeps card file of customers
 - B. Communicates frequently with customers by telephone or letter
 1. Suggests bargains
 2. Recommends new goods
- X. Practices unit control
 - A. Counts stock
 - B. Keeps accurate records
 - C. Revises records
 - D. Makes requisitions

This model job schedule is presented in order to help the co-ordinator get a start in determining a schedule of experiences. He must analyze activities pertinent to the specific position and determine the amount of time to be spent on each activity. Any of a variety of procedures may be used to accomplish this. The following sample discussion shows one possible procedure. (The publication *Job Descriptions for the Retail Trade*, mentioned near the end of the discussion, is available from the Job Analyses and Information Section, Division of Standards and Research, Washington, D. C. United States Government Printing Office, 1938. Three volumes, \$1.25 each.)

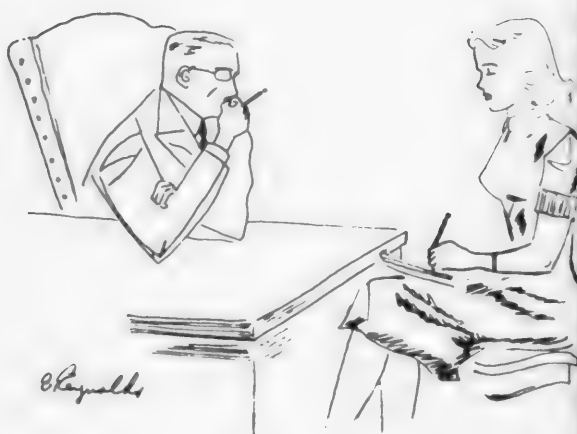
EMPLOYER: Janet will be performing the usual duties that are necessary in a florist's shop—you know, waiting on customers, giving advice about flowers, designing and fashioning corsages, arranging displays, and that sort of thing.

CO-ORDINATOR: You certainly seem to have thought through a variety of learning activities for her.

(Continued on page 40)

Practice What You Teach

KANSAS' WORK-STUDY PROGRAM



Comments one teacher:
"I consider it far
more valuable than ten hours
of academic work—
it ought to be
compulsory"



E. C. MCGILL

Kansas State Teachers College, Emporia

WORK-STUDY EXPERIENCE is not new. People have been learning by doing for centuries. Today, teachers in vocational education are often taken right from their professions, for such experience gives them a practical concept of what they are teaching. Moreover, it has long been recognized that for vocational-education teachers who do not have such a background, supervised work experience is an essential part of their preparation for teaching.

Let us appraise the work-study program. First, who needs it? Every teacher, whether he is a vocational teacher or not, can profit from such experience. Teachers of vocational education, however, have a particular need for such practical knowledge, because they need to be able to perform successfully the work they are teaching. And they must do it by the most effective procedure in use at the time. In fact, vocational teachers must also be able to project the work that they teach into the future.

Participants in work-study education programs should be selected from those who are educationally and technically qualified for the work in which they will be assigned. They should probably also be younger teachers or experienced teachers who have not had recent vocational experience.

But how should such a program be co-ordinated? To make the experience as helpful as possible, each teacher should have a job that involves current business practices. It should be arranged so as to provide a thorough acquaintance with the steps in employment and the relationship of job responsibilities. In fact, because of the frequency of changes in business practices, such work-study experience should probably be a requisite for renewal of vocational-teaching certificates. (For that matter, a beginning teacher should have only a probationary license until he has had such experience.)

After the participating teachers have been selected and placed in work positions relative to their teaching field, a well-planned program should be carried out. Vocational-education departments have recognized this for years. The educators in such programs should enroll for college credit with a seminar conducted in connection with the work program. The seminar should provide an opportunity for bringing employers or employment supervisors, work-study enrollees (teachers), and the co-ordinator together on a regu-

larly scheduled basis. At these meetings, there should be a frank discussion of the work duties of each member of the group. They should discuss how specific job experiences can be transferred to the classroom. The representative from business should interpret the needs of business to the educators. At each session, a different enrollee, his job, and the characteristics of the firm employing him should be the subjects of a lengthy discussion. The co-ordinator should serve as the seminar leader.

The faculty of the department of business education at Kansas State Teachers College, Emporia, has long recognized the importance of work-study education for business teachers, as well as for vocational teachers. For several years, it has allowed college credit for co-ordinated business experience. During the past year, a program was developed in co-operation with the Topeka chapter of the National Office Management Association to extend work-study education to business educators. The education committee of this Topeka chapter worked with a co-ordinator from the college to plan the experiment and select business firms and business educators who would co-operate.

Five Teachers Enrolled

In this experiment, there were five experienced business educators enrolled at the graduate level for four semester hours' credit, for a minimum of ten weeks. Each participating educator worked for a different business firm at a regular position and received the regular going wage. The participants were selected jointly by the co-operating firms and the college co-ordinator. Six meetings of the seminar were held, each approximately three hours in length. Each meeting consisted of dinner followed by the discussion period. One or more visiting educational observers usually attended, in addition to the teacher-worker, the office manager of the firm, the immediate supervisor of the worker, the co-ordinator, and the other work-study enrollees.

What was the reaction of these work-study participants? What did they learn? Was it worth the time and the trouble? The following excerpts were taken from reports of the five.

1 "The opportunity of using the newer types of office equipment and seeing other new equipment in use was the most valuable experience

I have had this summer. Also, the fact that I worked in an office for the summer is known to the students I will teach this fall, and I believe it will have a good psychological effect on them."

This first participant reported that she would incorporate these changes in her teaching:

- Drill more in proofreading.
- Display good and bad letters side by side.
- Develop skill in typing numbers.
- Divide class into smaller groups of four to eight on bank field trips; have each group follow the route of a deposit slip through the bank.
- Stress handwriting legibility, especially of numbers.
- Give more production-typing assignments.
- Study kinds of stationery and carbon.
- Include a unit on a transcribing machine.
- Offer a problem in research.

2 Another worker commented that business activities became more real to her. One shortcoming of business-training programs became evident: a lack of material, particularly on the subject of human relations, to supplement inadequate textbooks. She also recognized the need for work experience before granting certificates to business teachers. She found, too, that she could incorporate in her classes either actual situations from work or concrete examples discussed in the seminar.

This teacher had additional ideas for improving her work in class.

- Raise secretarial-course standards (screen students by interviews and tests).
- Stress alphabetizing and sorting.
- Stress memorizing of names, numbers, and instructions.
- Improve vocabulary and spelling.
- Prepare rough drafts, financial statements, analyses or reports, appointments, etc., for students.
- Emphasize proofreading (each student goes over another's work).
- Practice numbers and tabulating (typing on variable lines, multiple colors, and lined columns).
- Develop a unit in business mathematics for vocational office courses (teaching percentages, decimals, rechecking figures, estimating in round numbers, etc.).
- Teach the kinds of copy reproduction.
- Convey the importance of keep-

ing all business matters confidential.

- Practice all types of application forms. (Each student will acquire a Social Security number, contact four or five people for reference, and talk with one businessman.)

- Study telephone usage and courtesy, using actual equipment.

- Emphasize human relations (assign students to work with someone they haven't chosen).

This teacher concluded that no class work for a summer or a semester could have been as valuable.

3 A third teacher was similarly impressed. She had held three positions in a bank—in the proof department, the loan department, and as secretary to the vice-president. She found accuracy to be of primary concern, whether in writing numbers, running a machine, or doing detailed paper work. She also recognized the need for more practice in writing numbers, using carbons, telephoning and operating machines; and she planned to make more field trips.

A program of this kind, she reported, creates a closer tie-in between the teacher and the business world. The teacher, unless she has been in the business field, is not in a position to apply her experience to the skills that she must develop in her students. By working in a business organization and becoming acquainted with its operation, she can see how these skills are used in business. In addition, business itself will benefit from the better qualified students it will be able to recruit from business-education departments.

4 The comments of a fourth teacher began: "My purpose in entering this program was to obtain workable ideas to present in classroom projects. The carry-over of business problems to class application has indeed been tremendous. I learned that I was expected to turn out acceptable, neat work, and now I expect more of such work from my students."

This teacher revealed a five-part program that she planned to apply to her teaching. Among her new ideas were the following:

- **BOOKKEEPING**—more number drills in typing; more emphasis on neatness; more visits from business managers.

- **SHORTHAND**—more material put on tapes by different dictators (room noises to be included); more practice for students on the dictaphone.

- **TYPING**—teach Ditto and mimeograph work in first-year typing; more tabulating drills; more forms and carbon work; meet Civil Service requirements in first year; more direct dictation work on letters.

- **OFFICE PRACTICE**—type in presentable form more analyses from the tape recorder; take fifteen minutes of technical data off tape, type as rough draft, then type in final form with multiple carbons and organize; more stress on usability and accuracy; more businessmen invited to conduct interviews; more emphasis on (1) grading quantity and quality of work, attitude, and attendance, and (2) preparing a résumé of students' abilities for prospective employers.

- **"EXTRA" QUALITIES**—stress the duties of a secretary beyond those of a stenographer (boss' schedule, receptionist, handling mail, versatility, etc.).

Office comments worth passing on to students were: "What's almost right but can't be used is worthless." "I never give a person a raise until he is doing more than he is being paid for." "When I leave the office I don't talk about a thing I've done that day."

5 The fifth and final teacher to submit her comments said of the program: "I believe it is a fine step, for it results in rewarding discussions of skill requirements and ways of improving skills."

For a good many years, this teacher reported, she had believed that her only duty as a business teacher was to give each student the greatest possible opportunity for developing basic skills in the three fundamentals she taught—shorthand, typewriting, and bookkeeping. Afterward, she was more convinced than ever that this was right, but at the same time she also saw that more needed to be done.

"I shall do several things differently in the future. I have always had everything dated; now, no more spelling out of months. I shall definitely provide more practice in typing numerals, though just how I have not yet decided. It has been my practice to have each typing student keep all of a six-week grading period's work in consecutive order in a file folder. Now I shall save every letter until the second semester, to use as practice material for sorting and filing. All transcription letters will be saved and added to the collection. More field trips are also in store, early in the year. My students will work with more enthusiasm after they have seen a modern office.

"I think that work experience should be required of every teacher of business subjects," she continues. "My work experience has been a tremendous influence on my teaching practices, objectives, and requirements. I felt a little guilty in asking for this course, because circumstances have obliged me to do office work occasionally, whereas many teachers haven't had this opportunity. But I needed to be brought up to date, and I am grateful I was allowed to take the course.

"The evening seminar meetings were most satisfactory. Having the employers present to give first-hand suggestions was an excellent idea. Working with office employees was another valuable part of the experience. Teachers need to associate more with people who are not teachers. It is well for them to know how the average office worker thinks and acts. They, as well as their students, can practice a little adaptability and cooperation with others.

"I shall recommend the course wholeheartedly to any teacher considering it. I hope the program can be expanded to include a much larger group in the future. I consider it far more valuable than ten hours of academic work. It ought to be compulsory!"

This is strong language; but, considering the contents of these reports, we think it is justified. Perhaps it would be fitting to close this report with equally favorable comments from co-operating employers.

- "I believe the strongest point in the program is that it gives the teacher an opportunity to learn how the instruction she gives her students is, or is not, used in actual practice."

- "We should select teachers who are in the beginning stages of teaching. Perhaps they shouldn't be brand-new teachers; two or three years of experience would be ideal."

- "To make the program stronger, a public-relations program should be set up to acquaint both prospective teachers and employers, well in advance, concerning the program."

- "The program brings about a greater appreciation by employers of the work performed by the teachers. Such a program will let the rest of the employees know that the firm is interested in helping schools prepare a better educational program for their students. On the other hand, it gives teachers some actual work experience that can be used in backing up the class work they give their students."

An "unwritten" letter to the editor

March, 1957

The Editor
BUSINESS EDUCATION WORLD
New York City

Dear Sir:

Somebody is stealing my secrets. Somebody is always writing an article for you that I should have written. Every month, I think, a business educator publishes a teaching technique that I was sure no one knew about because I hadn't mentioned it to anyone. Furthermore, the things these articles mention—all are "old hat" techniques that I have been using for years.

As I read such an article, I am usually skeptical of its value. I can hear myself repeating paragraph after paragraph. "This is nothing new—I've been doing it for years. I could have written it ten years ago, and even added a twist or two to make it enjoyable reading."

Well, no, I haven't written anything of value in the past ten years—in fact, I haven't written anything. But how could I? I know I have much to offer my colleagues, but why should my students suffer? They will, if I neglect them by spending my hours writing, when I should be planning class presentations, correcting papers, and memorizing my favorite jokes. (After all, humor is important in the classroom, too, and it does promote better student participation.) Now, here's a technique no one has written about: "How to tell a joke to a shorthand speed class at 150 words a minute." Do you see what I mean? I've got ideas—and I'm only beginning.

In spite of what you may think, I should have written those stimulating articles you recently published on the art of good shorthand writing and the techniques of transcription. Do you know anyone else who feels the same way? You know, it just occurred to me. If I have the time to read those articles and to criticize the authors for stealing my unpublished thoughts, wouldn't I have time to sit down and write something constructive for someone else to criticize? Perhaps one of these days I shall. In the meantime, since I haven't the courage to write about my own secrets, somebody else will have to go on stealing them.

Sincerely,

Louis A. Klof

Pace College, New York City

HELEN H. GREEN

Michigan State University, East Lansing

"I'VE GOT IT all down," answers Mary, "but I can't read my notes."

"Oh, yes, you can," says Miss Smith, with an assurance born of an upside-down glance at Mary's notes and of having heard dozens of students say the same thing over the years. "Come on, now. We'll all help you if you get stuck. That first outline is—?"

"Dear Sir—" says Mary and pauses with a giggle.

"That's a good start," says Miss Smith. "Go on."

"I can't," says Mary, "the next one is terrible."

"No more terrible than the *Dear Sir* you just read—your outline looks just like *to put*, but you read it easily, didn't you? Now, the next is a very common phrase. No matter how distorted it is, you can't help reading it if you look at the whole outline. Trace what you've written in the air with your finger so that you will get the *motion* of it without the distortion."

"Oh, *Thank you for your letter*," says Mary, wiggling her forefinger through the air, "*—in which you inquired about the various types . . . all . . . ? Or is it are? Or on?*"

"Look at the next two outlines," says Miss Smith.

"—the various types . . . floor cover-

ings. Oh," says Mary, "*OF floor coverings*. It's always the little ones I can't read."

"But you will," Miss Smith says, "with more practice. Those little ones are the ones you can't afford to distort." Then she glances at her watch, conscious of every second that has been lost to dictation.

But that night, as she is preparing the next lesson, Miss Smith starts thinking about Mary—and all the others who have trouble reading anything but plate material. What is giving them trouble?

"Sloppy shorthand," she says to herself. "Nobody could read some of the—" She stops, for before she began blaming the difficulty on sloppy notes, she had been sitting there spot-reading student homework. With few exceptions, she could read everything that was handed in. The proportions weren't always too good—the curved strokes weren't always curved nor the straight always straight—but she *could* read them.

"Now, if I can read them, why can't they?" ponders Miss Smith. "There's more to this than simply distortion."

What can Miss Smith do to effect improvement? It requires some careful planning. She spends most of the evening recalling what she has done with other classes, going through her fat "Ideas for Shorthand" folder and thumbing through the *Business Educa-*

tion Index for helpful articles. By the end of the evening, she has discovered that each improvement device will work on several causes of note-taking trouble.

Before she can apply these devices, however, she realizes that she will have to tighten her time schedule a little. Too much time can be lost from the dictation portion of the period if she is not careful. "I'll have to watch myself like a hawk," mutters Miss Smith. "That must *never* be allowed to happen." She gives a mock shudder at the thought. But if she can just squeeze in a little more attention to developing this ability to decipher notes without allowing it to steal dictation time, she just knows her students will turn out to be top-notch secretaries.

She looks at her list again and *knows* they will. It has ten items—some are merely mentioned; others are described in detail.

Quick drills—Increase them, concentrating on proportion.

Homework—Give more attention to proportion.

More short reading spurts—They must be done from cold notes during class time.

Exchanging notes with neighbors—Encourage this. Let students read

The Story of Mary and

Miss Smith

from each other's "controlled" speed notes and "pushed" speed notes.

Board writing by selected students—Some students should prepare to write in shorthand such things as jokes, riddles, brief news items, etc. Other students read orally or transcribe notes at their desks.

Two-inch-square test—Your students will love this one, even though some of them will flub it beautifully. File away a page of each student's homework until it gets good and cold. Then cut a 2-inch square from each page and write the student's name across that particular square. Mount each square on half a sheet of paper, so that there will be space to transcribe notes directly below it.

One day, return the squares to the students and ask each one to transcribe, exactly, what is written within the square. (The material will probably start and stop in the middles of sentences, which will make transcription even tougher.) Students will groan, but they will really learn to read their notes after a few of these square tests. Furthermore, such tests drive home the point that homework, when it is carelessly done, can sometimes be as difficult to read as dictation written under pressure. To add zest, give a bonus to anybody who can transcribe somebody else's notes after that person has given up on his own.

Ready-mix packets of homework—Save all the homework for a week. Then sort the students' work into as many piles as you have students, with each pile containing some of each student's work. Don't bother to count the pages to see that each person gets the same number—just see that he gets some. Hand out these packets of homework for each student to take home. Each can spot-read through his packet as much or as little as he likes. You have no way of checking on this, unless you want to waste a great deal of time. But the novelty of having different handwritings (shorthand writing, that is) to read is a stimulus for all but the very lazy students.

Advanced classes particularly enjoy this ready-mix packet. They like to see who has the easiest homework to read. Also, the slow student will try to improve his writing when others tell him how hard it is to decipher. Of course, students eager to improve their note-reading ability will be the most enthusiastic. Soon they will be

able to read "almost anything."

What's this motion?—This device helps students to see the similarities in outlines and to exhaust the possibilities of what an outline might be. Besides, it is fun to do. When students become aware that many outlines are written with essentially the same motion (with refinements in length of stroke, curve of stroke, size of loop, etc.), they are well on their way to improved reading ability. The game goes like this:

Send somebody to the board to draw a shorthand outline about 1 inch away from the surface of the board. Perhaps the student makes the motion for *I have*. Classmates call out what they think he has "written." As soon as someone calls it correctly as either *I have* or *advantage*, the student writes the outline on the board. Then he moves his hand over to the right and again traces in the air. This time it is a similar outline, such as *agent*. As soon as a class member calls it correctly, the student writes the outline on the board. Quickly, a group of look-alikes appear: *advantage*, *agent*, however, *ever*, *edge*, *he is*, *if*, *yes*, *I shall*—ash, ace—as, each—itch, *I wish*, etc. The possibilities are endless.

Analyze patterns of distortion—Ask each student to look over a column or so of his notes that have been written under extreme speed. See if he can detect similarities of distortion when he writes under pressure. Almost invariably, there are patterns. Under pressure, somebody makes his *s* as long as his *p*; somebody else leaves off ending the *s* altogether.

Remember, spotting a distortion pattern is the first step in correcting it. And, if it still creeps into his writing, the student will be able to recognize it for the distortion it is.

This procedure offers another opportunity to have students study each other's notes and to help each other discover what is being done wrong. Not only do "two heads work better than one," but there is an incentive to try harder when examining another's work. Each student wants to see if the other person makes the same errors that he does. Also, a neighbor might spot distorted shorthand symbols that the writer does not realize are distorted.

What's my line?—This is an adaptation of the "buddy system." Whenever a student reading aloud from his notes comes to a spot he can't read, he

quickly points out the spot to his nearest neighbor. Frequently, the neighbor, or the two of them together, can decipher it. If the nearest neighbor can't make it out, he shows it to the person nearest *him*. Sometimes a whole group of heads converge quickly to figure out an outline. It's good practice and develops the sort of unorganized teamwork that is frequently found in office situations.

Spelling aloud in shorthand—This helps to prevent those unphonetic outlines that students sometimes write. It also increases their ability to write unfamiliar words.

Two final causes of distorted notes are a lack of confidence and a limited vocabulary. These exist in the student, but the remedies for both lie in the hands of the teacher.

"Confidence," Miss Smith thinks, "will grow with their increased ability to read their notes—and with my insisting and believing that they can do it." Somewhere in the back of her mind lies the idea: Confident teachers make confident students. (Good for you, Miss Smith. A teacher who really believes in you is a powerful force, indeed, from a student's standpoint.)

"But what about limited vocabulary?" wonders Miss Smith. "Not just shorthand vocabulary. I mean their complete vocabulary. A student with a wide vocabulary has it all over a student with a limited one. He just naturally has more possibilities to exhaust." She shakes her head. "Now, we can spend a little more time each day discussing unusual and new words in the lesson, but actually this business of vocabulary building concerns all of a student's learning. I really ought to talk to the English and history and science teachers about this." (Right again, Miss Smith.)

Miss Smith starts to close up her books for the night; then she pauses. She reaches for another sheet of paper, then writes neatly at the top of it, "Desirable Outcomes." She writes:

- An increased ability to read shorthand notes fluently and confidently.
- An increased enthusiasm for shorthand and for the shorthand class, stemming from improved ability and the fact that the devices are fun to do.

Miss Smith gives a little "mission accomplished" smile. She'll know how to handle Mary even better in the morning.



SPECIAL SECTION

Summer S

HERE AGAIN is BUSINESS EDUCATION WORLD's state-by-state listing of information on summer-school offerings. Although fewer schools are represented this year than last year (93 as against 158), most of the drop-off is accounted for by the fact that this year's directory omits all schools whose courses carry undergraduate credit only. All but 8 of the 93 schools have master's-degree programs, and 35 of them offer the doctor's degree as well.

Courses in methods (improvement of instruction) are still prominent, but the trend toward non-methods courses continues to gain strength. The only significant changes in methods offerings are (1) a decrease in the number of shorthand *only* courses, offset by (2) a sharp rise in the number of courses that combine shorthand and transcription.

All but 4 of the schools listed offer non-methods courses, usually in addition to methods offerings. Some of them are listed specifically (see table on next page); others, including all *subject-matter* courses offered for graduate credit, are indicated simply as "+."

Teachers will be welcome at special conferences (indicated by "C").

The listings that begin at the bottom of the next page give: (1) the name and address of each school; (2) inclusive dates of the terms (short sessions generally mean special workshops or clinics rather than complete courses); (3) names of personnel to contact (if two names are listed, the first is in charge of matriculation and the second heads the business-education program; if only one is given, it is generally the latter); and (4) the key letters shown at the top of the next column, which indicate the offerings available.

Schools listed in bold-face type give additional information about their programs in their advertisements in nearby columns. All schools welcome teachers' requests for catalogues and course descriptions.



chool Directory

M	Master's degree program	Office (Secretarial) Prac-	12	Administration and/or
DDoctor's degree program	tice, Methods in		Supervision
C	Conference to be held	7 All Subjects, Methods in	13	Guidance in Bus. Ed.
W	Workshop in Bus. Ed.	Office Machines, Methods in	14	Work Experience (earn-learn)
1	Typewriting, Methods in	Distributive Education,	15	Principles and/or Problems
2	Bookkeeping, Methods in	Methods in		of Business Education
3	Skill Subjects, Methods in	10 Consumer Education,	16	Tests and Measurements
4	Shorthand, Methods in	Methods in	17	Thesis, Research, Seminar
5	Basic Business Methods in	11 Curriculum in Bus. Ed.	+	And other graduate courses

Alabama

UNIVERSITY OF ALABAMA, University.
Two terms: June 10-July 19; July 22-
August 23. M. L. Roberts, registrar;
Dr. Wilson Ashby. M, 1, 12, 15, +

Arizona

ARIZONA STATE COLLEGE, Tempe.
Three terms: June 3-7; June 10-July
13; July 15-August 17. Dr. Roy Rice;
Dick Mount. M, D, 4, 14, 17, +

Arkansas

ARKANSAS STATE TEACHERS COLLEGE,
Conway. Two terms: June 3-July 6;
July 8-August 11. Dr. David P. De-
lorme. M, 2, 3, 15, +

HENDERSON STATE TEACHERS COL-

LEGE, Arkadelphia. Two terms: June
3-July 6; July 8-August 10. Dr. D. D.
McBrien, president; Marjorie C. Win-
slow. +

California

CHICO STATE COLLEGE, Chico. June
17-July 26. Dr. Victor M. Houston;
Dr. Albert C. Fries. M, W, 15, 17, +

FRESNO STATE COLLEGE, Fresno. Two
terms: June 17-July 26; July 29-
August 30. Dr. Edward M. Spencer,
dean. M, 14, 17, +

LOS ANGELES STATE COLLEGE, Los
Angeles. June 24-August 2. Dr. John
A. Morton. Dr. Jessie C. Gustafson.
M, 9, 14, +

SAN DIEGO STATE COLLEGE, San
Diego. Two terms: June 24-August 2;
August 5-23. Mrs. Marion L. Parker,

Attend the

University of Denver 1957 SUMMER SESSION

June 24 to August 23

featuring short courses of value to Business Teachers in 2, 4, 4½, 6½, or 9 week combinations. Business Education authorities will participate in all programs.

Enjoy fishing, riding, hiking, picnicking and other mountain recreational opportunities in the nearby Colorado Rockies.

Send coupon for full information!

DR. JOHN E. BINNION, Chairman
Dept. of Business Education
Dept. 2B4, Business Administration Building
University of Denver, Denver 2, Colorado

Name _____

Address _____

City _____ State _____

Southern California SUMMER SESSIONS

June 24—August 2; August 5—August 31

Numerous courses will be offered in all divisions of the University—graduate and undergraduate. Faculty includes many distinguished professors. Organized social, cultural, and recreational activities are provided. Delightful summer climate.

For Bulletin, write to—

Dean of Summer Session
University of Southern California
Los Angeles 7

BUSINESS EDUCATION
at

The Catholic
University
of America

SUMMER SESSION OF 1957
July 1 - August 9

Refresher and
graduate courses.
Program leading
to the M.A. degree.



For complete details write to:
The Director of the Summer Session
The Catholic University of America
Washington 17, D.C.

registrar; Mrs. Evangeline O. LeBaron. M, W, 17, +

SAN FRANCISCO STATE COLLEGE, San Francisco. Two terms: June 24-August 2; August 5-23. Dr. Richard Axen; Dr. Wayne Stevens. M, 17, +

SAN JOSE STATE COLLEGE, San Jose. Two terms: June 24-August 2; August 5-30. Dean Joe H. West; Dr. Milburn D. Wright. M, W, 1, 3, 5, 6, 9, 12, 14, 17, +

STANFORD UNIVERSITY, Stanford. June 24-August 17. Dr. Fred S. Cook. M, D, 5, 6, 14, 17, +

UNIVERSITY OF CALIFORNIA, Los Angeles. June 24-August 2 (six weeks); June 24-August 16 (eight weeks). Dr. S. J. Wanous. M, D, 3, 9, 15, 17, +

UNIVERSITY OF SOUTHERN CALIFORNIA, Los Angeles. Two terms: June 24-August 2; August 5-30. Dr. H. J. Sheffield; Dr. William C. Himstreet. M, D, C, W, 4, 6, 12, 14, 17, +

Colorado

COLORADO STATE COLLEGE OF EDUCATION, Greeley. Two terms: June 10-20; June 24-August 16. Dr. Kenneth J. Hansen. M, D, 1, 2, 4, 5, 6, 9, 10, 11, 12, 15, 16, 17, +

UNIVERSITY OF COLORADO, Boulder. Two terms: June 14-July 19; July 22-August 24. Helen B. Borland. M, D, W, 2, 3, 6, 9, 12, 13, 15, 17, +

UNIVERSITY OF DENVER, Denver. June 24-July 29. Dr. John E. Binnion. M, D, 6, 7, 8, 14, 15, 17, +

WESTERN STATE COLLEGE, Gunnison. Two terms: June 10-21; June 24-August 8. Dean D. H. Cummins; Harold E. Binford. M, 2, 3, 8, 15, +

Connecticut

UNIVERSITY OF CONNECTICUT, Storrs. June 24-August 2. Dr. D. R. Malsbary. M, D, C, 3.

District of Columbia

CATHOLIC UNIVERSITY OF AMERICA, July 1-August 9. Miss Catherine Rich, registrar; Sister M. Alexius Wagner. M, 4, 5, 12, 13, 15, 17, +

Florida

UNIVERSITY OF FLORIDA, Gainesville. June 18-August 9. Lewis Blalock; Dr. John S. Moorman. M, D, 3, 5, 12, 14
FLORIDA STATE UNIVERSITY, Tallahassee. June 17-July 24 or August 8. Dr. J. Frank Dame. M, 3, 16, 17, +

Hawaii

UNIVERSITY OF HAWAII, Honolulu. July 15-August 2. Dr. R. W. Clopton. 2, 6, 17

Idaho

UNIVERSITY OF IDAHO, Moscow. June 17-August 9. Dr. J. F. Weltzin; Dr. Bruce I. Blackstone. M, W, 2, 9, 15, 17, +

Illinois

EASTERN ILLINOIS STATE COLLEGE, Charleston. June 10-August 2. Dr. James M. Thompson. M, 1, 2, 4, 5, 6, 17, +

ILLINOIS STATE NORMAL UNIVERSITY, Normal. June 17-August 9; August 12-30. Miss Elsie Brenneman; Dr. Lewis Toll. M, 2, 12, +

NORTHWESTERN UNIVERSITY, Evanston. Two terms: June 25-August 3; August 5-24. Dean William Bradford; Dr. Russell N. Cansler. M, D, 3, 6, 8, 14, 15, 16, 17, +

UNIVERSITY OF ILLINOIS, Urbana. June 17-August 9. Dean F. T. Wall; Dr. Arnold Condon. M, D, 1, 2, 4, 8, 9, 11, +

WESTERN ILLINOIS STATE COLLEGE, Macomb. Two terms: June 3-July 15; July 15-August 16. Dr. Frank Beu; Dr. Clyde Beighey. M, 2, 3, 10, 15, +

Indiana

BALL STATE TEACHERS COLLEGE, Muncie. Two terms: June 10-July 12;

Key to Course Offerings

M Master's degree program
D Doctor's degree program
C Conference to be held
W Workshop in Business Education
1 Typewriting, Methods in
2 Bookkeeping, Methods in
3 Skill Subjects, Methods in
4 Shorthand, Methods in
5 Basic (General) Business, Methods in
6 Office (Secretarial) Practice, Methods in
7 All Subjects, Methods in
8 Office Machines, Methods in
9 Distributive Education, Methods in
10 Consumer Education, Methods in
11 Curriculum in Business Education
12 Administration and/or Supervision
13 Guidance in Business Education
14 Work-Experience (earn-learn) Course
15 Principles and/or Problems of Bus. Ed
16 Tests and Measurements
17 Thesis, Research, Seminar, etc.
+ And other graduate courses

BUSINESS EDUCATION WORLD

July 15-August 16. Dr. Leo Hauptmann, registrar; Dr. Robert P. Bell. M, D, 2, 3, 6, 8, 11, 15, +

INDIANA STATE TEACHERS COLLEGE, Terre Haute. Two terms: June 17-July 19; July 22-August 22. James Ringer, registrar; Dr. Paul F. Muse. M, C, 1, 2, 8, 11, 12, 15, +

INDIANA UNIVERSITY, Bloomington. Three terms: May 28-June 12; June 12-August 9; August 9-24. Dr. Chris Jung; Dr. Elvin S. Eyster. M, D, C, 1, 2, 3, 12, 15, 17, +

Iowa

IOWA STATE TEACHERS COLLEGE, Cedar Falls. Two terms: June 17-August 9; August 12-23. Dr. Marshall Beard; Dr. Lloyd V. Douglas. M, 5, 9, 14, 17, +

STATE UNIVERSITY OF IOWA, Iowa City. Two terms: June 11-August 7; August 8-September 4. Dean E. T. Peterson; Dr. William J. Masson. M, D, W, 6, 7, 12, 17, +

Kansas

FORT HAYS KANSAS STATE COLLEGE, Hays. June 4-August 1. Standlee V. Dalton, registrar; Leonard W. Thompson. +

KANSAS STATE COLLEGE, Manhattan. June 3-August 2. Dean Paul Young; Dr. T. S. Keim. M, +

KANSAS STATE TEACHERS COLLEGE OF EMPORIA. Two terms: June 3-July 13; July 15-August 24. Dr. E. C. McGill. M, W, 1, 2, 3, 5, 6, 9, 11, 12, 17, +

KANSAS STATE TEACHERS COLLEGE OF PITTSBURG. Two terms: June 3-August 2; August 3-23. Dr. C. R. Baird, registrar; Dr. Ralf J. Thomas. M, W, 7, 15, 17, +

Kentucky

UNIVERSITY OF KENTUCKY, Lexington. June 10-August 3. Dean Lyman V. Ginger; Dr. Vernon A. Musselman. M, D, C, 3, 8, 15, 17

Maine

UNIVERSITY OF MAINE, Orono. July 8-August 16. Dean Mark R. Shibbles. M, 3, 17, +

Massachusetts

BOSTON UNIVERSITY, Boston. Two terms: May 27-July 6; July 8-August 17. Robert W. Sherburne, director; Lester I. Sluder, M, D, C, 1, 2, 3, 5, 8, 10, 11, 12, 16, +

Gregg Division • Northwestern University METHODS CONFERENCES for BUSINESS TEACHERS

Week of July 29 • Week of August 5 • Week of August 12

Three one-week conferences featuring illustrated lessons, group discussions and demonstrations of current audio-visual aids . . . actively led by experts in the field.

SHORTHAND AND TRANSCRIPTION—with Louis A. Leslie, Charles E. Zoubek, and Madeline S. Strony

TYPEWRITING—with Alan C. Lloyd, John L. Rowe, and Fred E. Winger

BOOKKEEPING—with M. Herbert Freeman and Gilbert H. Kahn

GENERAL BUSINESS—with Ray G. Price and Vernon Musselman

Special Attraction—A methods program on Secretarial-Office Practice and Filing will be held on the Saturday morning following each conference. Presentation will be made by Russell Cansler, Fred Winger, and Gilbert Kahn.

Combine a vacation in Chicago with a profitable week at the Gregg Division of Northwestern University. For full details, including cost, housing facilities, and entertainment program, write today to:

Director of Gregg Conferences

GREGG DIVISION, NORTHWESTERN UNIVERSITY

Wieboldt Hall, 339 East Chicago Ave., Chicago 11, Ill.

BOSTON UNIVERSITY

1957 SUMMER TERM

First Session—May 27 to July 6
Second Session—July 8 to August 17

First Session

Consumer Business Education
(May 27-June 18)

School-Business-Community Co-operation
(June 13-July 3)

Second Session

Improvement of Instruction in: Typewriting,
Transcription, Social-Business Subjects,
Office Machines, Bookkeeping.

Curriculum Construction in Business
Education

Administration and Supervision
of Business Education

Measurement in Business Education

Faculty

Lester I. Sluder, Donald G. Stather, Mary E.
Connelly, Bruce F. Jeffery, William T. Gibbs

For further information and bulletin,
address:

Robert W. Sherburne, Director
685 Commonwealth Avenue
Boston 15, Massachusetts



UNIVERSITY OF HAWAII

Summer Session
July 15—August 2

THE PERFECT COMBINATION—

* Earn credits in
business education

* Vacation in a tropical
paradise

Seminar in Business Education
(2 credits) Methods of Teaching
Bookkeeping and Office Practice
(2 credits) (Visiting Professor—
E. C. McGill, Kansas State
Teachers College)

Write to:

Director Summer Session
University of Hawaii
Honolulu, Hawaii

Michigan

EASTERN MICHIGAN COLLEGE, Ypsilanti. June 24-August 2. Dr. Bruce K. Nelson; Dr. Julius M. Robinson 3, 5, 15, +

MICHIGAN STATE UNIVERSITY, East Lansing. June 24-August 2 (six weeks); June 24-August 23 (nine weeks). Dr. Edgar L. DeForest; Dr. Lyle Maxwell. M, 2, 5, 15, 17, +

NORTHERN MICHIGAN COLLEGE, Marquette. June 24-August 2. L. O. Gant; W. D. Nelsen. M, W, 3, 9, 15, + (3 and 9 are two-week workshops)

UNIVERSITY OF MICHIGAN, Ann Arbor. June 24-August 2 (six weeks); June 24-August 16 (eight weeks). Dr. J. M. Trytten. M, D, C, 3, 5, 8, 9, 15, 17 (3, 5, 9, and 15 are two-week workshops)

Minnesota

STATE TEACHERS COLLEGE, Mankato. Two terms: June 10-July 17; July 17-August 23. Dr. G. M. Wissink; Dr. Duane McCracken. M, 1, 4, 10, 17, +

STATE TEACHERS COLLEGE, St. Cloud. Two terms: June 10-July 19; July 20-August 23. Dr. Truman Pouncey, registrar; Dr. C. E. Daggett. M, 10, +

UNIVERSITY OF MINNESOTA, Minneapolis. Two terms: June 17-July 20; July 22-August 24. E. W. Ziebarth; Dr. Ray G. Price. M, D, C, 9, 10, 11, 14, 15, +

Mississippi

UNIVERSITY OF MISSISSIPPI, University (Oxford). Two terms: June 3-July 10; July 11-August 16. Dr. A. J. Lawrence. M, D, 1, 2, 4, 8, 11, 15, 17, +

Missouri

NORTHEAST MISSOURI STATE TEACHERS COLLEGE, Kirksville. June 3-August 8. Dr. Charles E. Kauzlarich. M, 1, 2, 4, 5, 15, 17

NORTHWEST MISSOURI STATE COLLEGE, Maryville. June 1-July 2. J. W. Jones, president; Dr. S. Surrey. M, +

UNIVERSITY OF MISSOURI, Columbia. June 10-August 2. Dean L. G. Townsend; Merea Williams. M, D, 7, 13, +

Montana

MONTANA STATE UNIVERSITY, Missoula. June 17-July 19. Mrs. Brenda Wilson. M, 1, 5, 6, +

MAY SUPPLEMENT

Schools that sent us summer-school information too late for inclusion in this directory will be listed in a supplement in next month's issue. It will appear in the Professional Report section.

Nebraska

CREIGHTON UNIVERSITY, Omaha. June 14-August 3. Dean William F. Kelley, S. J. 15, +

UNIVERSITY OF NEBRASKA, Lincoln. June 11-August 2. Dr. Frank E. Sorenson; Miss Luvicy M. Hill. M, D, 11, 15, 17

New Jersey

NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR, Upper Montclair. June 30-August 9. Horace J. Sheppard; Dr. M. Herbert Freeman. M, 5, 14, 16, 17, +

New Mexico

NEW MEXICO HIGHLANDS UNIVERSITY, Las Vegas. June 17-August 20. Dean Ray Farmer. M, 2, 5, 6, 17, + (2, 5, and 6 are workshops)

New York

NEW YORK UNIVERSITY, New York City. Two terms: June 3-28; July 1-August 9. Dr. Bernard Von Guerard; Dr. Peter L. Agnew. M, D, C, 2, 5, 7, 9, 15, + (also workshops in 1, 2, 4, 5, 6)

STATE UNIVERSITY COLLEGE FOR TEACHERS, Albany. July 1-August 9 (six weeks); July 1-August 23 (eight weeks). Dr. Edgar Flinton; Dr. Milton C. Olson. M, 7, 9, 12, 14, 15, 17, +

TEACHERS COLLEGE, COLUMBIA UNIVERSITY, New York City. Two terms: June 3-28; July 8-August 16. Dr. Hamden L. Forkner. M, D, C, 1, 2, 3, 6, 7, 11, 12, 14, 17, +

UNIVERSITY OF BUFFALO, Buffalo. Two terms: July 1-August 9; August 12-September 14. Dr. Arthur L. Kaiser. M, 15

North Carolina

EAST CAROLINA COLLEGE, Greenville. Two terms: June 4-July 10; July 11-August 17. Dr. O. L. Phillips, registrar; Dr. E. R. Browning. M, 1

NORTH CAROLINA COLLEGE AT DURHAM. June 10-August 3. Dr. Joseph H. Taylor; Lincoln J. Harrison. M, +

North Dakota

UNIVERSITY OF NORTH DAKOTA, Grand Forks. June 19-August 10. Dr. Daryle Keefer; Dr. John L. Rowe. M, D, C, 1, 2, 4, 8, 12, +

Ohio

KENT STATE UNIVERSITY, Kent. Two terms: June 17-July 20; July 22-August 24. Dr. Charles Atkinson, registrar; Dr. Elizabeth M. Lewis. M, C, 4, 16, 17

MIAMI UNIVERSITY, Oxford. Two terms: June 18-July 23; July 24-August 27. Earl V. Thesken; Dr. R. W. Edmiston. M, +

OHIO STATE UNIVERSITY, Columbus. Two terms: June 19-July 23; July 24-August 29. Dr. Inez Ray Wells. M, D, C, 2, 3, 6, 17, +

UNIVERSITY OF CINCINNATI, Cincinnati. Three terms: June 3-14; June 14-July 19; July 20-August 23. Dr. Harold R. Leith. M, D, 17

XAVIER UNIVERSITY, Cincinnati. Two terms: June 17-July 26; July 29-August 30. Dr. Charles F. Wheeler; Dr. Thomas J. Hailstones. M, +

Oklahoma

CENTRAL STATE COLLEGE, Edmond. June 3-August 2. Dr. Milton Bast. M, 3, +

OKLAHOMA A. & M. COLLEGE, Stillwater. June 3-August 3. Dr. J. Andrew

Key to Course Offerings

M	Master's degree program
D	Doctor's degree program
C	Conference to be held
W	Workshop in Business Education
1	Typewriting, Methods in
2	Bookkeeping, Methods in
3	Skill Subjects, Methods in
4	Shorthand, Methods in
5	Basic (General) Business, Methods in
6	Office (Secretarial) Practice, Methods in
7	All Subjects, Methods in
8	Office Machines, Methods in
9	Distributive Education, Methods in
10	Consumer Education, Methods in
11	Curriculum in Business Education
12	Administration and/or Supervision
13	Guidance in Business Education
14	Work-Experience (earn-learn) Course
15	Principles and/or Problems of Bus. Ed
16	Tests and Measurements
17	Thesis, Research, Seminar, etc.
+	And other graduate courses

Holley; Robert A Lowry. M, D, C, 1, 2, 3, 9, 11, 12, 15, 17, +

Oregon

OREGON STATE COLLEGE, Corvallis. Begins June 17. Dr. Franklin Zeran; Dr. Ted Yerian. M, D, 1, 2, 5, 15, 17, + (2 is a workshop)

Pennsylvania

PENNSYLVANIA STATE UNIVERSITY, University Park. Three terms: June 10-28; July 1-August 10. August 12-30. P. C. Weaver; Dr. James Gemmell. M, D, C, 1, 2, 11, 17

TEMPLE UNIVERSITY, Philadelphia. Three terms: June 10-28; July 1-August 9; August 12-September 17. John M. Rhoads; Dr. William M. Polishook. M, D, 17, +

UNIVERSITY OF PITTSBURGH, Pittsburgh. Three terms: June 17-28; July 1-August 9; August 12-23. M, D, 1, 4, 6, 11, +

South Carolina

UNIVERSITY OF SOUTH CAROLINA, Columbia. H. O. Strohecker, registrar; Dean S. M. Derrick. M, 7, +

South Dakota

UNIVERSITY OF SOUTH DAKOTA, Vermillion. June 10-August 9. Dean Mark Delzell; Hulda Vaaler. M, W, 7, 15, +

Tennessee

GEORGE PEABODY COLLEGE FOR TEACHERS, Nashville. June 7-August 12. Dr. Theodore Woodward. M, C, W, 1, 2, 4, 5, 15, 16, 17, +

MEMPHIS STATE COLLEGE, Memphis. Two terms: June 5-July 12; July 15-August 16. R. P. Clark, registrar; Dr. E. I. Crawford. M, 7, +

UNIVERSITY OF TENNESSEE, Knoxville. Two terms: June 10-July 13; July 15-August 17. Dr. George A. Wagoner. M, 1, 4, 15, 16

Texas

EAST TEXAS STATE TEACHERS COLLEGE, Commerce. Two terms: June 4-July 12; July 15-August 23. John W. Windell, registrar; Elton D. Johnson. M, 7, 15, 17, +

NORTH TEXAS STATE COLLEGE, Denton. Two terms: June 4-July 13; July 15-August 22. Dr. Alex Dickie, registrar; Dr. Vernon V. Payne. M, D, 2, 6, 16, + (also a workshop in the form of a tour of Mexico, open to credit students only)

TEXAS TECHNOLOGICAL COLLEGE, Lubbock. Three terms: June 6-July 17; June 10-28; July 18-August 29. Dr. William R. Pasewark. M, 13 (also workshop in 1 and 4)

UNIVERSITY OF HOUSTON, Houston. Two terms: June 3-July 15; July 16-August 29. Dr. Carlos K. Hayden. M, D, C, W, 3, 15, 16, 17

UNIVERSITY OF TEXAS, Austin. Two terms: June 4-July 16; July 17-August 27. Dr. Faborn Etier. M, D, W, 12, 15, +

Vermont

UNIVERSITY OF VERMONT, Burlington. July 8-August 16. Dr. Earl A. Koile; Richard W. Willing. C, 3, 13, 15, +

Virginia

RADFORD COLLEGE, Radford. Two terms: June 17-July 20; July 20-August 24. Dr. Charles K. Martin, Jr. 3, +

RICHMOND PROFESSIONAL INSTITUTE, Richmond. Two terms: June 17-July 26; July 29-August 16. Dr. Kenneth Zimmer. M, 13, 14, 15, 16, 17, +

VIRGINIA POLYTECHNIC INSTITUTE, Blacksburg. June 12-July 22. Dr. Harry Huffman. M, C, 4, 15, 17, +

Washington

CENTRAL WASHINGTON COLLEGE OF EDUCATION, Ellensburg. Two terms: June 17-July 17; July 18-August 16. Dr. J. Wesley Crum, Eugene J. Kosy. M, C, 3, 6, 11

STATE COLLEGE OF WASHINGTON, Pullman. June 17-August 9. Anne Corcoran. 1 (workshop featuring the electric typewriter, June 17-22)

West Virginia

MARSHALL COLLEGE, Huntington. Two terms: June 3-July 12; July 15-August 23. Luther E. Bledsoe, registrar; Dr. A. E. Harris. M, 3, 7, 8

Wisconsin

UNIVERSITY OF WISCONSIN, Madison. Two terms: July 1-27; July 29-August 24. Dr. Russell J. Hosler. M, D, C, 3, 9, 15, 17, +

Wyoming

UNIVERSITY OF WYOMING, Laramie. June 10-August 16. Dr. R. L. Hitch. M, W, 3, 14, 17, +

THIS SUMMER

in the Montana Rockies

UNIT COURSES

in business education

June 17 to July 19

one to five weeks

two to nine graduate

or undergraduate credits

1. Methods of Teaching Typewriting June 17-21
2. Methods of Teaching Typewriting June 24-28
3. Methods of Teaching Duplication Processes (high school newspaper) July 8-12
4. Methods of Teaching General Business July 15-19
5. Improvement of Instruction in Secretarial Practice July 1-12
6. Office Management June 17 to July 19
7. Gregg Shorthand Theory for Teachers June 17 to July 19

A typing demonstration class of high school sophomores will be taught June 17 to July 19 by Dr. Erickson, Dr. Lloyd, and Robert Langenbach

1. Dr. Lawrence W. Erickson 2. Dr. Alan Lloyd 3. Florence Raye 4. Dr. Ray Price 5. and 6. Robert Langenbach 7. Brenda F. Wilson

address inquiries to: Mrs. Brenda Wilson

MONTANA STATE UNIVERSITY

Missoula, Montana

"where Spring spends the Summer"

SUMMER SESSIONS—1957

UNIVERSITY OF PITTSBURGH

Pre Two Weeks

June 17-28

Six Weeks

July 1-August 9

Post Two Weeks

August 12-23

BUSINESS EDUCATION COURSES

Teaching Methods in Typewriting, Shorthand, Business Correspondence, and Business Arithmetic; Office Practice, Curriculum Making

Apply by June 1

For additional information address:
Director, Summer Sessions

University of Pittsburgh

Pittsburgh 13, Pennsylvania



HOW YOUNG IS “too young to type”?

WHEN SHOULD TYPEWRITING be introduced to children? It is a broad and controversial subject. Some individuals might expect me to go all out for teaching everyone to type, but I would do so only under certain conditions.

Our own daughter, for instance, had an opportunity to learn to type at home from her birth onward; but she showed no sign of wanting to until a month before her ninth birthday. Then her mother, who had been a fine typist in her teens, gave her two thirty-minute lessons on successive days. A few days later, our girl begged for more lessons from me. I conceded and gave her two thirty-minute lessons, stretching the second to thirty-five minutes on her plea: “But, Daddy, I don’t type as fast as you do yet.” In that five minutes, I tried a new approach to the experts rhythm drill: *a;slckfjghfjdksla;slckfjghfjdksla;slckfjghfjdksla;slck*. I was able to teach her to type that drill as fast as I could through: *a;slckfjgh*. She accomplished this in her fourth half-hour practice period!

There is no truth, however, in the common observation that such ability shows that a person is talented. Between 1907 and 1915, the typewriter companies proved that only enthusiastic ambition to type well and per-

HAROLD H. SMITH
Former Editor, Gregg Typing Publications

sistent practice of the right kind are necessary to reach the 90- to 100-w a m mark for a single minute. Note the emphasis on the *learner*, however, not on the teacher. This is usually the crux of the problem. Is the learner *ready* to learn typing? Does he really *want* to learn? Has he some work in school or at home that he can type and so *use* his growing skill? Can the teacher increase his enthusiasm for learning to type? Only when the answer is yes to all these questions would I claim that conditions are proper for beginning instruction in typing.

History Explains Hesitation

Much of the reluctance to accept such a statement probably stems from the twenties, when the junior high school was just growing into its full stature and typing was introduced as an *exploratory* course. Teachers of these classes, however, were not yet fully oriented to the purposes of junior high school philosophy. As a result, in many school systems, high school teachers found all kinds of fault with junior-high typing results and tried to discontinue such courses. They were never completely success-

ful, because it gradually became evident that there were other basic benefits, aside from the vocational ones, from learning to type.

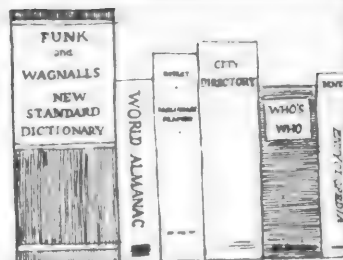
How many persons remember the subsequent and widespread experiments with portable typewriters supplied by this country’s four leading manufacturers? More than fifty cities and towns and over four hundred grade-school teachers participated in a program that placed 15,000 children in experimental and control groups. Two leading educators, Drs. Ben D. Wood and Frank N. Freeman, wrote a report, “An Experimental Study of the Educational Influences of the Typewriter in the Elementary School Class-room.” (The Macmillan Company, New York City, 1933. This report is probably out of print now, but copies are usually available at libraries of teacher-training institutions.)

This study was made between 1929 and 1933. It included children from kindergarten to, I believe, the eighth grade. In nearly every subject except music, the children using only typewriters for part of the time did more and better written work than the children using pens and pencils only. “In grade one,” the report stated, “the ‘experimental’ children wrote, during a single school year, an average of

(Continued on page 43)

THE USE OF THE LIBRARY:

a unit for business students



MARGARET C. ANDERSON, Robert E. Lee H. S., Jacksonville, Florida

AS A LIBRARIAN and former business teacher, I feel that library instruction for business students should be emphasized. A knowledge of the titles of basic books used in business, as well as some acquaintance with the books themselves, is needed in the business world. With this in mind, I have prepared this unit on reference tools for the business student. Since curricula in business departments vary, individual teachers can decide how best to use the unit. It should be presented late in the senior year, when students are almost ready to enter the business world. It aims to make students aware of:

- The varied uses that can be made of library materials.
- The fact that certain reference books contain specific types of information.
- The usefulness of the *Abridged Readers' Guide to Periodical Literature*.
- The type of information to be found in vertical files.
- The existence of agencies in the city that supply information.

• Some of the services of the public library.

Either the librarian or the classroom teacher may present this unit. Holding the class in the library for one day will create interest, and after this the unit can be continued in the classroom. Try introducing it in some such way as this:

"In a short time, you students will be going into the business world. In order to be more efficient, you will need to know how to do more than routine work. Your employer will not expect you to know all the answers, but he has a right to expect you to know *where* and *how* to find the answers to many of the questions that arise daily. You are here today to learn how to find the answers to some of these problems.

"Although you may not use a school library for your reference work on the job, public libraries have the

same books, and you will find their librarians eager to help."

Here is a suggested order of subjects to be taken up:

1. Dewey decimal system
2. Card catalogue (author card, title card, subject card)
3. Reference books
4. *Abridged Readers' Guide*
5. Pamphlet and vertical file

Since students will probably be somewhat familiar with the first two topics, those discussions can be brief. Reference books need to be discussed in more detail, following the outline of "Reference Books Needed in Business" (see below), a mimeographed copy of which should be given to each student; and students should have an opportunity to examine books mentioned. Discussion of the *Abridged Readers' Guide* should be detailed, and each student should

(continued on next page)

REFERENCE BOOKS NEEDED IN BUSINESS

CITIES, STATES AND COUNTRIES

Compton's Pictured Encyclopedia
Rand McNally-Cosmopolitan World Atlas
Shankle, State Names, Flags, Seals, Songs, Birds, Flowers
Statesman's Yearbook
The Encyclopedia Americana
The Encyclopedia Britannica
Webster's Geographical Dictionary
World Book Encyclopedia

CONDUCTING MEETINGS

Bailare, So You Were Elected
Robert, Parliamentary Practice
Reeves, Parliamentary Procedure

LITERARY MATTERS

Benet, Reader's Encyclopedia
Brower, Dictionary of Phrase and Fable

LOCAL FIRMS

City Directory
 (Note: Local and State Chambers of Commerce can often supply information of this nature.)

OFFICE ETIQUETTE

Post, Etiquette, the Blue Book of Social Usage

SOURCES OF QUOTATIONS, POETRY

Bartlett, Familiar Quotations
Granger, Granger's Index to Poetry and Recitations
Stevenson, Stevenson's Home Book of Verse

UP-TO-DATE INFORMATION IN CONVENIENT FORM

Abridged Readers' Guide to Periodical Literature
Information, Please Almanac
World Almanac

WELL-KNOWN CONTEMPORARY INDIVIDUALS

Current Biography, 1940 et seq.
Who's Who
Who's Who in America

WORDS AND LETTER WRITING

Doris, Complete Secretary's Handbook
Fernald, English Synonyms and Antonyms
Funk and Wagnalls New Standard Dictionary
Roget, Roget's Thesaurus of the English Language
Shankle, Current Abbreviations
Webster's New International Dictionary

WRITING LEGAL DOCUMENTS

Doris, Complete Secretary's Handbook

have an old copy to study. The last topic can be explained briefly.

This unit will take at least two days, after which students should have the experience of using books and other material to find answers to questions that might be asked in business. Sample questions are given at the end of this article; others may be added. The important thing is that the student know what type of work to refer to.

Interest in this unit may inspire other activities. It will be worth while to note what books students feel will be most useful to them and to get their reaction to the value of the unit. Such activities as these may result:

- A unit on office etiquette.
- A unit on legal documents.
- A study of parliamentary procedure.
- Visits to various business firms in the city, preceded by letters asking for permission to visit.
- A visit to the public library to study its reference department, so that students can learn what services are available.

SAMPLE QUESTIONS

1. Find a recent article on the Olympic games.
2. Your company is celebrating its fiftieth year in business by holding open house. Where would you find help in composing the invitations?
3. Why does Rachel Carson write books about nature?
4. In business, what does CPA mean?
5. Give three synonyms for "hoard."
6. Who said, "Work! Thank God for the swing of it"?
7. How much will it cost to send first-class mail to Canada?
8. What type of work is Walter H. Judd doing at the present time?
9. Is education compulsory in Greece?
10. Where would you find an illustration that would help you in typing a legal form to be filled in later by a notary public?
11. Does a motion to adjourn need to be voted on?
12. Where would you find rules clarifying the use of the apostrophe?
13. Why was "Old Ironsides" written?
14. Is *fetch* a literary word?
15. What South American countries are wholly or partly north of the equator?
16. Where would you find a report on the making of leather?
17. How high is Mt. McKinley?
18. When the president of an organization appoints a committee, who becomes the chairman?
19. What is unique about Key West, Florida?
20. Your employer wishes to know the accomplishments of a noted living American. Where would you find this information?

SIMPLE TYPING PROJECTS STIMULATE BEGINNERS

DORIS GUSS, Elkton (South Dakota) Public School

NOWADAYS, nearly all boys and girls take typewriting in either junior or senior high school. In our school, *all* the juniors take typing—and the great majority of them are boys.

After students have learned the keyboard, typed paragraphs, and done some speed typing, there is a lull in interest, especially on the part of active boys. At the time of the year that this occurs, I introduce a little art typing. With the hunting season in full swing, we make two posters—only two—and we spend not more than two periods on this work. The posters read: LOOK BEFORE YOU SHOOT and BE CAREFUL. The project is so simple that even the slowest student is encouraged by the result. The procedure for the first poster is carefully set up, with the lines counted out on the board and explicit directions given for backspacing from the center and for the number of times the "x" key is to be struck to form each part of each letter.

The second poster (BE CAREFUL) is figured by the student. After typing the first, the student finds it easy to set up the second on his own initiative. The "practice" poster for each project is typed on cheap typing paper and submitted to me for approval. I then give the student a

choice of colored poster paper for the finished product. (Only one sheet of colored paper is given to a student for each poster.)

Later in the school year, the students make a letter-style booklet containing one copy of each of five letter styles. Each student makes a simple cover for his booklet. The title LETTERS is typed in art-typing style, and the name of the student and school, as well as the date, are centered appropriately. The cover has a simple border—also designed with the slower student in mind. The good students take pride in perfect work; the slower students find the project simple enough so that they can complete it and gain a sense of accomplishment.

Don't Overdo Projects

Further art typing is not encouraged. The aim of the course is to teach the student to use a typewriter and to type efficiently; these simple projects merely motivate him. It is surprising what good work follows.

The proprietors of one of our local stores take an interest in the school. They exhibit these projects in their store window. Not only does this please the students, but the townspeople show considerable interest in what the students have accomplished. It is a fitting climax.

Co. Later on, the student used *Twentieth Century Typewriting* with the rest of the class. I will be glad to give you any other information I can.

OPAL HEATHERLY
Rich Hill High School
Rich Hill, Missouri

FEBRUARY PROBLEM

I teach an advanced class in typewriting at a local evening institute one night a week, between the hours of 7:30 and 9:30. A secondary modern school occupies the premises during the day; the room in which I teach weekly is used daily by an English class.

My problem mainly concerns the use of the blackboard.

The daytime teacher, who is a "black-board hog," insisted on leaving her lessons on the board, with the chalked instruction, "NOT TO BE RUBBED OFF." As it became imperative that I have a free board, I lost patience a few weeks ago and cleaned it.

When I reported for duty the following week, I observed the alphabet (written in print manuscript, presumably for the day students to copy) chalked across the complete width of the top of the board. Underneath was the remark, "IF YOU DARE TO RUB THIS OUT, YOU WILL NO LONGER HAVE AN EVENING CLASS IN TYPEWRITING."

I have never met the day-school teacher, but this remark seemed to call for action. I drew the attention of the principal to the matter and requested him to take it up with the headmistress of the day school. The principal, a rather meek man, had a word with the headmistress, with the result that the alphabet now permanently occupies the top of the blackboard, with some further lesson material on the right-hand side—leaving a small center portion for me!

The problem is—should I have taken up the matter myself with the local education authorities (who pay the daytime teacher's salary and my own) or, for the sake of peace, let matters be?

MARGARET M. MCCARTHY,
F. S. C. T.
Rush Green, Romford, Essex
England

Suggested Solutions

Dear Miss McCarthy:

Your big problem is that you do not know the daytime teacher. An understanding can usually be reached if two people get together to talk over difficulties.

I would suggest that you arrange in some way to make the acquaintance of the daytime teacher. Would it be possible for you to stop by the school sometime during the week? If that is not possible, then find out the name of the teacher who uses the room and plan a way to meet her. And, don't lose your temper when talking with her, even if she loses hers! You know before you see her that there is something wrong with her personality. Anyone who would write what

she wrote is not well balanced emotionally.

When you talk with her, first apologize for having erased the board. Tell her that you did not know that the material always left there was not to be erased until the first instructions, "Not to be rubbed off," appeared. Secondly, try to make her understand that you, too, need the use of the blackboard, one night a week only. See if there is some way that she could duplicate copies of the material for her students without having to leave it on the board all the time.

If you cannot reach an agreement that is mutually satisfactory, then I would try to make the best use of the space the daytime teacher leaves and improvise some other visual aid. I don't believe I would bring the matter to the attention of the local school authorities. It could be casually mentioned at some future time if you so desire.

Best of luck to you in your efforts.

VIRGINIA PLUMMER
Tennessee Polytechnic
Institute
Cookeville, Tennessee

Dear Miss McCarthy:

Your problem is indeed a difficult one. Actually, you are caught between two problems: (1) As a good teacher of typewriting, you must use the blackboard to supply the students with supplementary drill materials and instructions; (2) You do not want to antagonize or help develop problems with administrators for fellow teachers.

It seems to me there are several things you might do, none of which is an ideal solution:

(1) You might prepare a written description of the situation for your principal, enumerating specifically why, and to what extent, you need blackboard space in teaching typewriting, mentioning that such space has not been available to you in the room you are using and that perhaps some rescheduling should be considered. A copy of this letter should be sent to the local education authorities. This may cause the "meek" principal to act.

(2) Perhaps a portable blackboard could be made available for the typewriting course, since it meets only one night a week. Another such arrangement would be an easel that supports a big tablet of 40- by 40-inch sheets similar to those often used by business for conferences and in-service training sessions.

(3) Another possible (but somewhat far-fetched) solution would be to use some type of projection equipment that would project previously prepared instruction and supplementary drill sheets onto a screen hung over the blackboard at the front of the room.

In any event, you should avoid making a personal issue of this problem with the principal, the education authorities, or the other teacher involved. The way in which you handle this problem will surely reflect on you personally. You have a just complaint, and, if the facts are quietly and unemotionally presented to those in authority, some remedial action will surely be taken.

IRENE PLACE
University of Michigan
Ann Arbor, Michigan

(We have received several more suggested solutions to Miss McCarthy's problem, but space prevents our publishing them in this issue. They will appear next month.—EDITOR)

TEACHER RECRUITMENT

THE SHORTAGE of business teachers is acute in some localities; other areas are not feeling the pinch. Not yet, that is.

Figures on the U. S. birth rate since the end of World War II show that the number of high school students will rise by about 4½ million in the next ten years. A lot of them will be business students, and many of these will go on to become college students. Within the next fifteen years, a million new teachers will be needed; a large number of them will have to be business teachers.

Where will they come from? Well, most of them are bound to be students who are in your classes right now, or who will be within the next few years. Whether you have a professional attitude toward your field or prefer to think in terms of your own work load, you'll want to know how you can draw the cream of this crop into business teaching.

Next month, a special BEW report will describe proved methods and promising approaches for solving the problem. It will be based on what is being done by those who are charged with the responsibility for recruitment, as well as by those who have no formal responsibility but whose concern for the future of the field won't allow them to stand on the sidelines. The report will emphasize what the classroom teacher can do. Watch for it.

dent has many possible choices for correct answers. An incorrect answer can be quickly discerned.

There is no dearth of material for testing grammar. Sentences can be used *in toto* or broken down into clauses; these, in turn, broken down into phrases; and these, into words. The multiple-choice and completion forms of test are, therefore, extremely useful. A popular kind of test item is the following:

Neither of these highways (lead, leads) to Muskegon.

Simple directions tell the student to "underline the right word and write it before the sentence." A note of warning: there should be many such items—say 40 to 60—in order to measure fairly the student's application of the use of parts of speech. In a sense, this kind of item is like a true-false question—the student has to decide on the right one of two choices.

The following items may be considered mediocre for testing ability to punctuate and capitalize:

1. The Kings Daughter is the title of one of last winters plays.
2. Whos there shouted the miser whose hearing was keyed to every sound
3. The following representatives have been chosen Mrs. Shirley Lane West Manchester Michigan oscar maynard Stockton California and Miss Ann Humphreys palm beach florida.
4. Much to secretary Putnams disgust Jerry his errand boy upset the presidents plans for the day.

These sentences have some excellent testing features, but the disadvantages are glaring. The student must be clearly warned to look for omissions *both* in punctuation and in capitalization, and to look for *all* omissions, not just one in each sentence. Also, is it fair to "catch" the student by placing periods at the ends of some sentences and omitting them from others? Then, too, does he clearly understand that errors are "outside" as well as "within" the sentences? If all practice work has been on punctuation *within* a sentence, marks like exclamation points may easily be overlooked by the student, whose grade will thereby be lowered. There is still another consideration. Number 3 has thirteen inaccuracies; Number 4 has six; Number 1 has four; and Number 2 has five. How should weighting be balanced?

The following true-false items are faulty:

- | | | |
|---|-------|-------|
| | T | F |
| 1. Avoid the use of a double negative in a sentence | _____ | _____ |
| 2. The word <i>and</i> is both a conjunction and an adverb | _____ | _____ |
| 3. All superlatives end in the suffix <i>ly</i> | _____ | _____ |
| 4. The title of an officer of a company always begins with a capital letter if it is used along with his name | _____ | _____ |

These may test the student's grasp of rules, but none of them tests his *application* of those rules. Number 4 is especially weak in this respect. Number 3 is really a test of ability to recall; and, since the student is not able to recall the hundreds of superlatives in the dictionary, he can only go hopelessly down the line to see whether any of those he can recall do not end in *ly*. This group of test items is not valid, because it does not measure what it is supposed to measure.

Here are a few excellent items, taken from a group of 25, that can be used to test illiteracies. Directions for underscoring and for substituting must be explicit, and the inclusion of an example preceding the test is a wise precaution.

Sample: The members voted against the motion, *being* as they felt it would be unfair _____ *since*

1. The failure of the patient to keep his appointment aggravated him beyond words _____
2. Most everyone expected Sam's illness to be aggravated by his recent accident _____
3. The runaway thief was described as a tall, dark complected man with a slight limp _____
4. There is an English-speaking agent on both isdes of the entrance _____
5. The officers weren't yet scarcely aware of the announcement _____

Very satisfactory also are test items like those that follow. The correct word in each pair of parenthese is chosen and written on the blank provided at the right. The group, numbering at least 25, can be given as a test in itself or as a section of a longer comprehensive test.

Sample: The lawyer was to (advice, advise) members of the _____ *advise*
city (counsel, council, consul). _____ *council*

1. A pilot may be (censored, censured) by his company for _____
(altering, altaring) a course _____
without directions _____
2. After some delay, Miss Clark has (formerly, formally) written _____
to (accept, except) the position. _____
3. A schedule (adopted, adapt-

- | | |
|---|-------|
| ed) to our average output is _____
(likely, apt, liable) to improve
the transportation problem _____ | _____ |
| 4. Favorable (climatic, climatic) conditions have a wholesome _____
(affect, effect) on human life _____ | _____ |
| 5. Take my (advice, advise); _____
have some new (stationary, stationery) printed _____ | _____ |

CURRENT EVENTS

Every teacher imparts to her students, in unguarded moments, her preference for certain ideas. My great delight in teaching business English is that I can place a bridge between today's news and the routine, often uninteresting, tasks of the secretarial trainee. Such a trainee should, I feel, develop not only business skills, but also an awareness of what is currently happening. If the trainee is motivated to read about and discuss changing daily events, she will be better equipped to fit into her niche in a business world that is affected by many of these changes. Thus, one of my goals is to create this awareness, then nourish it throughout the school term, testing from time to time to make sure it is taking root. The following question tests spelling, capitalization, and abbreviation and highlights current events at the same time.

Identify, define, or explain briefly any ten of the following:

U.S.S.R.	Western Big Three
red herring	N.A.A.C.P.
the Salk vaccine	President Nasser
A. D. 380	I. e.
John Foster Dulles	Elizabeth II
r.s.v.p.	AEC

The directions are clear, and a substantial choice is given. The items are shown correctly. Some abbreviations have periods, others do not. The items have variety—that is, some are persons; others, places; still others, common expressions or ideas.

Problems of Administration

Any means of measurement, no matter how thoroughly prepared, written, and pretested, can be worthless if it is administered poorly. The timing of tests, the clarity of directions, the policy about guessing, the physical conditions under which the tests are given, the risk of copying—all these greatly influence the results of the best and poorest constructed tests. We can examine only a few of the problems here.

Out-of-Class Work. It may be necessary to do some testing on work performed outside the scheduled

class time. A class may sometimes meet at assigned desks in the same room three times a week and in the typing room once a week; or it may meet formally four days a week, with the student typing her work whenever and wherever she wishes. Any arrangement may be satisfactory, provided the requirements are the same for all students.

In a real-life situation, the secretary, in her ordinary day's work, has some freedom to decide the order in which she will do her tasks. She is responsible for meeting deadlines, but they are usually on an hourly or daily basis. In teaching office routine, then, there should be no objection to assigning an occasional letter to be done out of class as a sample of letter-writing accomplishment. It will not matter if students inquire of parents or friends as to certain procedures or ways of expression. In actual business experience, such inquiries are permissible. If the assigned letter satisfies the meaning of the assignment as to form, expression of purpose, and mechanics, it may be acceptable as a testing device. It is the finished product—the mailable letter—that counts.

A specific assignment like the following one can be composed and typed out of class:

One of your friends is leaving for Miami, Florida, where he expects to enter business. You are a former resident of Miami. Write a suitable letter of introduction to a former business associate of yours, who now lives there. Use any style and punctuation.

Scoring. In business English, especially in units like spelling, self-scoring can be of great value to the student as well as to the teacher. It is an actual step in the learning process, because the distinction between correct and incorrect images is impressed more firmly on the student's mind. And self-scoring or class scoring helps to develop honesty and accuracy. The exchange of papers for scoring can be made more reliable by having each student initial the paper she is grading. As a final step, of course, the teacher should recheck all papers. She must exercise all the vigilance in error detection that she expects to implant in her students.

Another problem in scoring shows up when advanced students prepare letters that are meant to duplicate the true office situation. The best letter may not be perfect. Does a typing error that is neatly erased make a letter impossible to mail? An inaccu-



SHORTHAND CORNER

JOHN J. GRESS HUNTER COLLEGE, NEW YORK, N.Y.

Standards: speed versus mailability. As two seniors walked into my secretarial practice class the other day, I heard one say to the other: "Boy, did I take rapid dictation in shorthand today. I got both letters at 110 words a minute." "Golly," the second one said, "you're lucky—I can barely take a letter at 60 words a minute. How do you do it? Is there a secret? If only I could write that fast!"

Quite naturally, I was interested in the discussion. My curiosity finally got the better of me as I prepared to get the class under way. Two letters at 110 words a minute! By all standards within the school and those of the business world, this was a real achievement. Or was it? Well, readers, follow along and we shall see.

After a few questions, we came down to reality. Yes, the young lady had taken dictation at over 100 words a minute, but it was of such short duration that it wasn't a valid measure of writing ability over a sustained period of time. In both dictation "takes," the time was less than a minute. In contrast, the second student, who had expressed alarm at her own speed, was able to put down, read back, and transcribe what she had taken at 60 words a minute. She could also write at that rate of speed for a much longer period of time. One can readily see the different emphasis that both students and teachers can place on the matter of standards—whether they are standards of the classroom, the department, or those of the business world.

Can we draw a line that indicates that our students have reached certain standards? Should such standards be based on speed alone? If they are, will five or ten minutes of dictation be a dependable guide? What about the important element of transcription speed? How can we set the factors of writing and transcription speed against the production rate of mailable letters? Some teachers in the field think that emphasis should be given to making students take dictation at speeds of from 120 to 140 words a minute. Others say that a speed of 100 to 120 words is sufficient. Doesn't a great deal depend on how we measure that speed figure? After twenty years of teaching, I have found that the student who can take dictation at over 100 words a minute—I mean over a sustained period of time and with the ability to transcribe accurately what is written—will hold down just about any office job. Isn't it logical to assume that such a secretary would be able to take dictation at 120 to 140 words a minute for short intervals and that eventually she would build up a writing speed that would meet the requirements of most offices?

Don't sell the methodical but slower writer short. Why not? Simply because this type of individual invariably turns out mailable transcripts with greater dependability than does the "speed demon."

Business and office standards should be checked by every teacher from time to time. Our future secretaries will be all the more prepared to step into jobs if we keep pace with business requirements. The awards and testing programs that appear in each edition of *The Business Teacher* and *Today's Secretary* determine how your students measure up against various levels of accomplishment.

Don't, of course, forget your own requirements for a moment. Keep them high. Demand that 100-words-a-minute writing speed. Strive for increased transcription speeds. Keep hammering away at production goals. Finally, be a perfectionist and insist on a *mailable* letter. Remember, in the future your students will more than hold their own in the business world because you kept your standards higher than those of most business offices.



CONSUMER education

RAMON P. HEIMERL COLORADO STATE COLLEGE, GREELEY, COLORADO

Evaluating student progress is rather difficult. If one is teaching facts, then the evaluation can be easily accomplished through objective tests. But, if the teacher is emphasizing problem solving, general attitudes, and self-understanding, then evaluation becomes more difficult. To be effective, an evaluation of any course must relate directly to the objectives set up for the course. Like other areas, consumer education can best be evaluated by a check on the future efforts of each student. Since it is impossible for teachers to follow their students beyond the classroom, several techniques might be used to simulate this kind of testing.

Observing students handling typical problems of the consumer shows what practical information they have acquired in the classroom. Teachers often forget to watch students when they are working in groups; this is a particularly valuable method of evaluation, for it is an indication of how well they will work with others.

ATTITUDE TESTS are a further check on changes in student behavior. Examples of this type of test may be found in the March, 1955, issue of *Business Education (UBEA) Forum*. Seven tests, each with an introductory paragraph on its construction, cover the following subjects: Evaluating Attitudes Toward Buying Practices, Evaluating Attitudes in Basic Business, Evaluating Attitudes on Taxes and Taxation, Instruments and Procedures for Measuring Beliefs in the Business System, Instruments and Procedures for Measuring Beliefs in Advertising, Inventory of Business and Economic Concepts, and, finally, Testing for Higher-Level Outcomes in Basic Business Courses.

PROBLEM TESTS reveal more than the factual information that the student has absorbed. They test his ability to meet situations that may face him later on in life. These tests can be made objective by having a choice of possible solutions.

SELF-EVALUATION is actually preparing for living. Life today constantly demands that persons analyze their actions. Teachers may develop this ability in a student by asking for a frank appraisal of the student's work in the classroom. Pretesting and posttesting are useful in encouraging students to evaluate their own progress.

ANALYSIS TESTS, the breaking down of various practical situations, should also be encouraged in consumer classes. Give your students several labels to analyze carefully after they have studied the use of labels as buying guides. Or, after a careful study of advertising and its influence on the consumer's final choice, give your students an advertisement to analyze for the information it offers to the consumer and the sales talk that it makes about its product.

Evaluating a student has often been referred to as the most difficult task in teaching. In consumer education, teachers should constantly be looking for new methods of evaluation that are more in keeping with the teaching procedures in the classroom. References that may be useful to teachers who want more help in this area are:

Bahr, Gladys. "How Shall We Evaluate the Basic Business Pupil?" *Business Education (UBEA) Forum*, January, 1953; pages 28, 31.

Hardaway and Maier. *Tests and Measurements in Business Education*, Second Edition. Cincinnati: South-Western Publishing Company, 1952; Chapter V.

Tonne, Herbert A. "Evaluation in the Social Business Subjects." *Business Education (UBEA) Forum*, March, 1953; pages 9-10.

rate figure? A colon instead of a comma after a salutation? A misspelled possessive?

To solve this scoring difficulty in part, a sample letter should be judged on one major test: is the letter *mailable* or *not mailable*? In the typical office, the employer makes this decision, at least until the secretary shows that she can take on the responsibility. Many letters are mailed with omissions or changes from the original, provided these do not alter the intended meaning and do not injure the appearance of the letter. An employer often uses his pen to change a period into a comma or to fill in an omitted colon. A letter is often mailable even though a state name is abbreviated. On the other hand, a letter is not ready for mailing if the addressee's name is misspelled, the date is incorrect, or other serious errors appear. So, too, in class tests, minor errors are made despite instructions.

There is no clear line between letters that are mailable and those that are not mailable. Each letter must be treated separately.

Test for the Future

To sum up: If the subject matter in a course cannot be fitted into categories, neither can the methods for testing it. All measurement, however, has three directions: measuring attitudes, measuring skills, and measuring knowledge. The business teacher must test her students all along the way, in order to strengthen them for their debut into the business world, where harsher judges will be testing them and where the grading may be more calamitous.

SCHEDULE OF EXPERIENCES

(Continued from page 21)

EMPLOYER: Well, ever since our talk before I hired Janet, I've been aware of the fact that this job is to be a learning situation. I certainly don't want Janet to be deprived of opportunities for learning the florist's trade. She's sincere and would like to make this her life's work. With the related work that you do in the school, she should have plenty of opportunity to learn the work thoroughly. As you know, being a florist is an art—it takes hard work. I'm certainly pleased to find someone like Janet who recognizes this.

CO-ORDINATOR: You mention the related work that we'll do in the classroom. We certainly would like to have our classwork related as closely as possible to the training that you give here in the shop. With this in mind, I wonder if we couldn't

work out a schedule to show what she will be doing here in your store this year. We can use it as a guide in the classroom.

EMPLOYER: Well, making out a guide would be useful for our training purposes, too, but it's a bit out of my line. I'm not certain just how to proceed. You've been doing this sort of thing for some time. Don't you have a few suggestions on how we could develop a plan of activities that Janet will be performing this year?

CO-ORDINATOR: Here's a list of typical activities performed by salespeople. Maybe it will give us a start.

EMPLOYER: Many of these seem to fit in very well with the plans that we have for Janet. Let's see your breakdown of related activities.

CO-ORDINATOR: Remember, this is only a list of activities. No special order is implied.

EMPLOYER: Yes, I see that. I also see several activities listed separately here that Janet will be doing concurrently. For instance, she'll be giving advice about flowers and at the same time determining the merchandise desired by the customer. Our schedule should probably list them separately, too. That will give us a check list to see what she has learned.

CO-ORDINATOR: Then, in school, we can have Janet work out a detailed job description. This check list should certainly be of considerable help to her.

EMPLOYER: I think we can use these activities without many changes. I wonder, though, whether Part Two is detailed enough. You know, we do a lot of work with displays. That will be one of Janet's main duties.

CO-ORDINATOR: Let's take a look at the job description for Display Assistant. (*They study the description given in Job Descriptions for the Retail Trade.*) This might give us some helpful hints.

EMPLOYER: This is certainly more detailed than the general breakdown that you have. Yes, I believe this will help. All we need to do is change some of the wording to fit it to Janet's job. (*Together they make out a detailed display breakdown.*) Now let's look at the activities listed under "Florist." I think we'll have to add some that aren't listed here. For instance, we often telephone customers. We'll want that as a separate activity. (*They prepare the schedule together.*)

This brief discussion of how a guide might be used may be of help to co-ordinators. Naturally, each co-ordinator's methods will vary. Some may merely use a guide to develop a frame of reference before seeing the employer to determine a schedule of experiences; some may want to begin with a very general schedule of experiences and wait until the student learners have made out job descriptions before detailing the activities. It is imperative, however, that some procedure be used to enable student learners to derive as much learning as possible from their work-experience laboratories.



teaching aids

JANE F. WHITE DELANO JOINT UNION HIGH SCHOOL, DELANO, CALIFORNIA

Crossword puzzles. J. S. Peterson has recently developed a series of crossword puzzles that he has tried out successfully in Pasadena High School. We have had the opportunity to experiment with them in business English and found that our students liked them very much. A mimeographed booklet containing all 12 puzzles costs \$1. If 100 or more copies of one puzzle are purchased, the cost is one cent a copy, plus 25 cents postage (10 per cent discount on \$5 orders, 20 per cent on \$10 orders). The twelve areas developed are: bookkeeping, typewriting, business machines, economics, business law, business English, stock exchange, life insurance, general business, banking, real estate, and business arithmetic. Sound interesting? Send your orders to J. S. Peterson, 263 Grand View #5, Pasadena, California.

Retailing films. Two excellent films, "The Big Little Things," thirty minutes, 16 mm. on how to get more out of your day, and "All I Can Do," a 23-minute, 16 mm. film on retailing as a career, have been prepared by Coppers, Kenosha, Wisconsin. Each may be obtained for a specified date on a loan basis without charge; or, if you want a permanent print, you may purchase one for \$37.38 from their sales-promotion department. Write for details. A helpful booklet, "Retail Selling Made Easy," is also available for 25 cents.

Economic geography. "The Zinc Industry" describes the principal uses of zinc and its products; the booklet includes a diagram showing the flow of zinc from mine to market. Single copies and reasonable quantities are available to educators. Write to American Zinc Institute, 60 East 42 Street, New York 17, New York.

Business arithmetic. "Tips on Making Change" is a helpful booklet for teaching students how to handle money and how to avoid mistakes in making change. Free in quantities, it contains a series of photographs showing the steps in making change. Write to The National Cash Register Company, Dayton 9, Ohio. Also request a complete list of their many helpful materials for use in distributive education.

Typewriter games. Just published is Volume 3 of *Typewriter Mystery Games*, containing directions on how to make designs suitable for Christmas, Easter, and Halloween. Volumes 1 and 2 of the series are still available. Each contains different designs and is 50 cents. Write to Julius Nelson, 4006 Carlisle Avenue, Baltimore 16, Maryland. You may be interested in knowing that one of my students won a medal in last year's Artistic Typing Contest; her interest began after working with these mystery games.

Business English. Do you use Scholastic magazines in your business-English classes? I find them most helpful in teaching vocabulary. A special copy is prepared for the teacher's use. If you are not acquainted with this material, write to Scholastic Magazines, 33 West 42 Street, New York 36, New York for a sample copy. Those most suitable for business-English classes are *Practical English* and *Literary Cavalcade*.

Economic geography. "The Story of Coffee" is available through the courtesy of the Pan-American Coffee Bureau, 120 Wall Street, New York 5, New York. This is a beautifully illustrated booklet available in classroom quantity, Part I contains the story of coffee; Part II has a suggested list of activities. Also included is a large, colorful wall chart, "A Two-Way Street Between the Americas."

Progressive

SHORTHAND SPEED TESTS

H. M. ALLEN, HARTFORD UNION FREE HIGH SCHOOL, HARTFORD, WISCONSIN

EDITOR'S NOTE: This is the seventh in a series of eight Progressive Shorthand Speed tests. Each test consists of five minutes of dictation matter, each minute of which is to be dictated at a speed of 10 words a minute faster than the preceding minute. This procedure is designed to stimulate each student to attain the highest speed he possibly can. Each month's dictation begins at a speed of 10 w a m higher than it began the month before; the last month's dictation will cover the 100 to 140 w a m range.

Here is the author's recommended grading plan: Grade each minute separately, then give the student credit for the fastest minute that he passes on the basis of a 5 per cent error allowance (five errors for the minute at 90 or 100 w a m, six errors at 110 or 120, seven errors at 130).

In order to help you become conscious of frequently used phrases, the author has underscored some of them, along with words on which drilling is helpful. Preview outlines appear at the end of the article for both these groups.

TEST 7. 90 to 130 WAM

(marked every 15 seconds)

(1)

Dear Sir: During the past year, it has been our distinct pleasure to serve twenty thousand customers in the appliance field. You / were one of those customers on two separate occasions, first when we sold you a stove and later when you purchased a television / set.

We are proud of our practice of servicing our products wherever they may be. In your case, we have done this many / times. Our serviceman has called on you regularly each month and we have made three special calls at your home at your request. No (1) charge has ever been made for these calls. You were charged only for replacement parts according to our contractual agreement. We are sure you / must admit that we have kept our part of the contract with you thoroughly and completely.

Your part of the contract, however, gives a different / picture. A study of the contract shows that your payments were made on time only once, the first month. Since that time, your payments have been late or / of a smaller amount than was agreed on for each month.

Besides giving the best expert service on appliances we sell, we constantly (2) try to help our customers keep their contracts paid in full and on time. We want to do this for you, also. Are the payments on your contract too large? If they are, / we would very much like to have you stop in and talk to us about the matter. We shall be happy to arrange smaller payments for you, payments that you are / sure you will be able to make each month.

Perhaps a different payment date would help you. Many

times other payments, such as rent, grocery bill, milk bill, / etc., must be taken from the pay check that should take care of our contract. If such is the case, it would be much better to have the date of your payment (3) fall during another pay-check period. Whatever the trouble may be in your case, we would like to help you. We do not want to take any type of drastic action. / We would rather help you overcome your present difficulty and keep you as a valued customer for the future. Will you write us on the return postal card that is / enclosed and tell us when you will be in our office to discuss your problem? Very sincerely yours,

(2)

Dear Sir: On January 10, we wrote you asking you to call at / our store to discuss payment problems on your present contract with us. Ten days have now passed by and we have had no reply from you. We are certain that you received our letter (4) because it has not been returned to us. In that letter, we offered a few common solutions to a problem like yours. Perhaps these solutions do not fit your particular / trouble. We have many more solutions, as you may know, and are always ready to apply new ones to our customers' problems.

Above everything else, we want to help you. We know we / can, and in so doing, we will save you from loss. Your credit rating is important to you, not only now, but in the future. A workable payment plan on this contract will / establish your credit for future transactions in our entire city. This is the last letter we can write offering help. Our next letter will notify you of our action. Yours truly (5)

Preview Outlines

① During the past year, distinct, serviceman, regularly, to our, contractual, we are sure, many times, pay check, we do not, difficulty, postal, you will be. (2) Ten days, has not been, solutions, we want, credit, workable, establish, transactions, entire, this is the, notify.

(1) During the past year, distinct, serviceman, regularly, to our, contractual, we are sure, many times, pay check, we do not, difficulty, postal, you will be. (2) Ten days, has not been, solutions, we want, credit, workable, establish, transactions, entire, this is the, notify.

"TOO YOUNG TO TYPE"

(Continued from page 34)

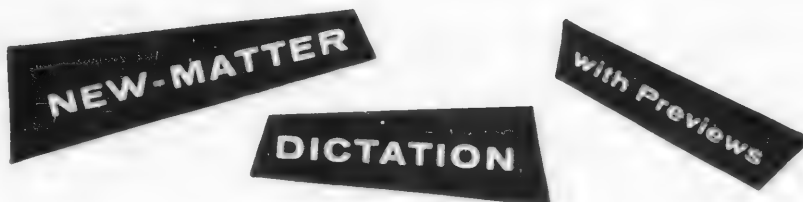
more than three thousand words each, of which about half was handwritten, while the 'control' group wrote less than five hundred words each." And the experimental group lost no part of its skill in longhand when compared to the control group.

A generalization that is agreed on by expert trainers and teachers is that the eight-year-old level is probably the best (average) age at which to introduce children to typing as an *efficient method of writing*. *Any given child, however, is ready for this step the moment his curiosity and determination to learn to type are keen enough.*

Care Is Paramount

I have tried to pitch my thinking to a professional level. It would be easy to say that all children should learn to type as soon as possible. I have visited countless schools in which the elementary as well as the junior-high teachers were enthusiastic beyond words about typing as a substitute for the slower and less efficient method of handwriting. But I have also seen the pitiful results of poor administrative planning and of misguided teaching techniques for students who were not ready. Attempts to cram such a program down the throats of otherwise lively and promising children not only turns the student against typing, but it may also eventually lead to the death of the program itself.

For successful courses, however, the only caution I will pass on is that we must be aware of the so-called "law of forgetting." If a child does not have access to a typewriter, it is dubious whether he should enter any course unless he can go on practicing whatever small skill he learns until he can type at least 50 gross w a m for five minutes on simple straight matter, with an average of only three mistakes in such a test. Until then, his skill habits will not be well enough grounded in kinesthetic memory and automatic responses to be remembered beyond a few months. Our better schools observe this rule when they schedule typing courses to run to the point where the student graduates and enters college or an office. We shun isolated courses in the lower grades because they are forgotten as soon as they are completed. Such "ice-box" education doesn't really preserve skill.



CHARLES B. HICKS, OHIO STATE UNIVERSITY, COLUMBUS, OHIO

EDITOR'S NOTE: This group of letters is the eighth in a series based on common types of business correspondence. The letters are marked off in groups of 20 standard words and may be dictated at any desired speed.

8. PERSONAL EXCHANGE

Letter 1

Inside address: Mr. James Thomson, Butler Publishing Company, 5 Center Street, New York, New York

Signature: Bruce Hemming

Letter 2

Inside address: Dr. Forrest DeLong, 66 Parkway Place, Cleveland, Ohio

Signature: James Thomson, Editor

Letter 3

Inside address: Mr. James Thomson, Butler Publishing Company, 5 Center Street, New York, New York

Signature: Forrest DeLong

Letter 4

Inside address: Dr. Forrest DeLong, 66 Parkway Place, Cleveland, Ohio

Signature: James Thomson, Editor

(1)

Dear Mr. Thomson: Although I usually don't make too many juicy comments about articles that appear¹ in your magazine, I just have to make a comment or two about a recent article in the October² issue. After reading carefully the article on a "Community Survey," the thought occurs to me³—what would happen if everyone who read the article grabbed his pencil and rushed right out to make such a survey?⁴ Businessmen would be deluged with people prying into their affairs, would scarcely have time left for preparing the⁵ reports, records, the etceteras, which are required in business. Why not ease up a bit on this practice of⁶ surveying business for all the pieces of information that we ourselves could just as well fit together⁷ with a little armchair thinking?

One last comment—the end of the article sounds like a love story with a happy⁸ ending. I'm sure your readers aren't going to continue to fall for such slick writing; we would rather get a⁹ little nourishment instead of sugar coating. The rest of the articles are good, packed with helpful suggestions,¹⁰ written interestingly, and full of material I can use in my work. Keep up the fine job. Very truly¹¹ yours,

(2)

Dear Dr. DeLong: You will be interested in the enclosed comments, so I thought I'd pass the letter¹² along to you for your reaction. You may wish to write directly to the person concerned. He is a most helpful¹³ reader and often has suggestions that improve our magazine.

Please let me know what you think we should do.¹⁴ Sincerely, (Enclosure)

(3)

Dear Mr. Thomson: You owe me \$985. It is my understanding¹⁵ that the *Saturday Evening Post* pays \$1000 for what Mr. Hemming describes as "a love story¹⁶ with a happy ending." Cordially

(4)

Dear Dr. DeLong: When our circulation reaches that of the *Saturday¹⁷ Evening Post*, we'll gladly pay you \$2000 for your "love stories." Sincerely

Preview Outlines



(1) Too many, juicy, deluged, scarcely, why not, instead, interestingly. (2) Reaction, suggestions. (3) My understanding. (4) Circulation, we'll, \$2,000.



How to charm typing students

THEY SAY there's no such thing as luck. But just ask any worried young typist her first day on the job.

Watch her sit down nervously at her new typewriter... then discover it's the same one she learned on in school. Listen to her heave a big sigh of relief. Then tell us there's no such thing as luck.

But how can you give students luck like this? Teach them on Royal Typewriters. Offices use Royals 2 to 1 over the next three leading makes.

Why? For basically the same reasons *teachers* prefer them. Royals are easier to operate... easier on the operator. They're lighter on the touch, and have many more handy features. Royals stand up longer, too. Take less time out for repairs.

Give your typing graduates a head start... and save teaching time doing it! Specify Royal Typewriters. Call in your local Royal Representative for a classroom demonstration.

ROYAL[®] *standard*
electric • portable • Roytype[®] business supplies

Products of Royal McBee Corporation—World's largest manufacturer of typewriters

ROBERTA G. PAVLU

HIDING PLACE

JEANNE TIPTOED quietly off the elevator and peered into the office. Empty—just as she had hoped. Jeanne had¹ skipped lunch so she could hurry to the pet shop, pick up her package, and slip it into the office without anyone's² seeing it.

The reason this package called for such secrecy was that it contained a live, white rabbit.

"What's that,³ Jeanne?"

Jeanne jumped. It was only Sue, Mr. Benson's secretary.

"It's a rabbit," said Jeanne. "I'm trying to hide it⁴ before Miss Grundy sees it."

"A rabbit!" Sue exclaimed. "Why on earth did you bring it here?"

Jeanne placed the small wooden cage⁵ on her desk and brushed back her dark hair.

"My little sister has a cold," she explained. "She's terribly disappointed⁶ because she can't march in the Easter parade this Sunday. Promising her a real rabbit was the only thing⁷ that would console her."

"But why didn't you get it tonight—or even tomorrow? If Miss Grundy ever sees that . . ."⁸

"I couldn't buy it tonight," Jeanne told her. "My train leaves at 5:10 and there's no other until after 7—I⁹ wouldn't have had the time. And the pet shop in our town is closed for a week's vacation, so . . ."

"So you had to get the¹⁰ rabbit on your lunch hour and hide it here," Sue interrupted, smiling. "Well, what are you going to do with it?"

"I¹¹ was thinking of keeping it in that bottom file drawer. It sticks so much that no one ever uses it. I'll pry¹² it open and hide the rabbit in there. I can leave the drawer open a little so it can breathe—no one will¹³ even notice."

"Oh, no!" cried Sue. "When I was taking dictation this morning, Mr. Benson told me that he had¹⁴ the repairman fix that drawer last night. He's transferring some of his things into it this afternoon."

"Are you sure?"¹⁵ asked Jeanne, dismayed.

"Yes. I'm the only one who knows about it. Mr. Benson is afraid that if the junior¹⁶ executives find out about

the empty drawer, there'll be a mad rush for it—you know how crowded all our files are."¹⁷

"Yes," said Jeanne worriedly, "but meanwhile, what'll I do with old Peter Rabbit?"

Sue thought for a minute. "Listen," she¹⁸ said, "the only time the *middle* drawer is used is at the end of the month, when we send out bills. Why don't you just¹⁹ leave him *there*?"

Sue helped Jeanne place the cage in the drawer. Both silently hoped that Miss Grundy wouldn't decide to go²⁰ into *that* drawer. It wasn't that Miss Grundy was mean or ill-tempered. She was old-fashioned and believed that the²¹ office was simply a place to work and absolutely *nothing* that wasn't strictly routine should be done. She²² usually came in, said good morning, minded her own business, and spoke only about business matters. Jeanne didn't²³ know what her reaction to finding a rabbit would be.

Mr. Benson returned from his luncheon conference. He²⁴ immediately called Sue.

"Would you and Jeanne step into my office? I need you to transfer some files."

"Aren't you²⁵ glad you took my advice?" Sue whispered.

"All right," Mr. Benson said finally, "I guess this just about takes care of²⁶ things in here. I'll start carrying some of this out." He picked up a pile of folders and went to the outer office.²⁷

A few seconds later, Mr. Benson's voice boomed, "What is *this*?"

Jeanne froze. He had found the rabbit! Jeanne looked frantically²⁸ at Sue. The two girls went hesitantly to the outer office, where Mr. Benson stood holding the cage.

Miss²⁹ Grundy, who had just returned from the accounting depart-

ment, stood in the doorway. A few of the junior executives³⁰ peered curiously from their small offices.

Miss Grundy saw the rabbit. She turned white.

"Oh, dear!" she exclaimed.³¹

The rabbit looked around, wrinkled its black nose, and calmly went back to sleep.

"Whose is this?" Mr. Benson demanded.³²

Jeanne didn't know what to say—or do. She was silent, and Miss Grundy stood more rigidly than usual.

"I'll tell³³ you what," Mr. Benson said, "I'll put this rabbit back exactly where I found it. Then I'd like whoever put it³⁴ there in the first place to come into my office before five o'clock."

Jeanne and Sue went back to Mr. Benson's office³⁵ to finish sorting papers. Miss Grundy eyed the rabbit disdainfully and marched back to the accounting³⁶ department.

"What am I going to do?" Jeanne asked anxiously. "I *can't* tell him the rabbit is mine!"

"You'll have to, Jeanne," Sue³⁷ told her. "Besides, I'm sure if you explain the situation to Mr. Benson, he'll understand. I know he looks³⁸ strict, but he's fair. Just tell what happened."

"All right," said Jeanne hopelessly, "I suppose I'll have to."

She walked slowly into³⁹ Mr. Benson's office. He looked up.

"Yes, Jeanne?"

She hung her head just as her little sister did when she had done something⁴⁰ wrong.

"I—I came in to tell you the rabbit is mine."

"Yours?" Mr. Benson seemed surprised. "Why did you put a rabbit⁴¹ in the file drawer?"

Jeanne explained about her sister

and about the pet shop's being closed. When she finished, Mr.⁴² Benson's face softened.

"Well, I'm not in the habit of finding rabbits in the files, but I can understand your⁴³ situation. I thought it was some kind of a joke the junior executives were playing. I thought they had found⁴⁴ out about the file drawer I was taking."

Mr. Benson suddenly smiled.

"You know, Jeanne," he said, "it's too bad *you*⁴⁵ didn't know I was transferring files today. You could have found another drawer to hide that rabbit instead of⁴⁶ that old stuck one. I'd never have known."

Jeanne was puzzled. "But I *did* know about that drawer. That's why I put my rabbit⁴⁷ in the *middle* drawer."

Mr. Benson stared at her. "But I found your rabbit in the *bottom* one."

Jeanne was confused.⁴⁸

"Maybe we had better have another look," Mr. Benson said.

Mr. Benson opened the door. Standing in⁴⁹ front of the file cabinet was Miss Grundy—lifting a small wooden cage with a white rabbit in it!

"Miss Grundy!⁵⁰ What are you doing with that rabbit?" he asked.

Miss Grundy was startled. She blushed.

"I was coming in to tell you," she⁵¹ stammered. "I had to buy it for my nephew. The only place I could think of to hide it was that old file drawer.⁵² I didn't know you were going to transfer papers."

Jeanne tried to hide a smile. Holding the rabbit, Miss Grundy, with⁵³ her old-fashioned hairdo, long skirt, and high-necked blouse was a most peculiar sight! (1074)

OGA MEMBERSHIP TEST

The young men and women of today in training have great advantage over those of yesterday. Our present-day¹ schools are much more efficient in every way than formerly, and if our students take full advantage of their² opportunities, there need be no end to their accomplishments. In this day and age, more than ever before, it³ seems to me, there is a great demand for properly trained, alert, conscientious, and honest men and women in⁴ the business world.

Of course, to make a success along any line, a clean mind and body are necessary. Proper⁵ exercise, plenty of fresh air, good wholesome food and proper care of the body in general, are all⁶ conducive to a clean, alert, and active mind. (128)

—Tom Mix

JUNIOR OGA TEST

A Seed

A little seed in a tiny brown coat
Lay fast asleep under ice and snow.
With a kiss of warmth the sun one day¹

Caused the seed to awaken and grow.
It stretched and burst its tiny brown coat,

And reaching up saw with delight
That springtime² had come, a time to work

And bless the world with blossoms bright.

Also a talent may dormant lie
Until the warmth³ of the kindly cheer
Of a friend, or some inspiring work
Will lead to a truly useful career. (77)

—Tabitha Marie Ritzmann in
The Morton Messenger

RAINY DAY

LOYD BURNS.

tion, she had another reason: a quaking fear of Miss Grief.

Miss Grief was Carol's⁸ immediate superior and the assistant manager of the complaint department at Mailway⁹ Incorporated, a mail-order house. For four years Carol had been employed there as a stenographer. To Carol,¹⁰ who was only twenty-two, Miss Grief seemed very old: forty-five, perhaps fifty. Thin to the point of emaciation,¹¹ she had a beaklike nose. Thick glasses magnified her gray, all-seeing eyes so greatly that some of the girls¹² called her "Old Onion-eyes" behind her back.

The last time Carol had been late, Miss Grief had stared at her through-out a long¹³ frightening silence. Then, as though she were clipping off each word with a scissors, she had said, "Late again. What do you¹⁴ have to say for yourself?"

Carol had simply overslept, but she had used that excuse too many times already.¹⁵ "The bus," she had gulped. "I waited and I waited, but it didn't come. There must have been a . . ."

"A bad example!" Miss¹⁶ Grief had cut in unbelievably. "What if we all did that? What kind of place would this be?"

Carol's cheeks had burned. "Not¹⁷ very good, I'm afraid."

"Right. And we can't have that here. The next time you're late, don't bother to come."

Still stinging from that¹⁸ rebuke, Carol climbed out of bed, slipped into her mules and robe, and became her natural self — vibrant, purposeful, quick¹⁹ moving.

Carol would never win any beauty contests, but she knew how to dress for business. When she scooted into²⁰ the shelter of a doorway at the bus stop twenty minutes later, she had on a neat, sage green suit under²¹ a raincoat of clear plastic.

As she waited for the bus, the drizzle became a downpour. From

time to time, she stared²² up the murky street—no bus. She moved about nervously and glanced at her watch. Time went by—ten, fifteen . . . twenty minutes.²³ She would be late now. And what would Miss Grief say? Plenty—that woman's heart was like an IBM machine and her²⁴ tongue like a woodpecker's. Carol was frantic. At last, despite the \$1.50 it would cost her, she hailed²⁵ a passing taxi.

Even so, she walked into the office fifteen minutes late. She uncovered her machine and, ²⁶ with her usual briskness, plunged into her work. Minutes passed and nothing happened. Oddly enough, Miss Grief had not²⁷ looked up. Why? She was usually the first one to notice late arrivals.

At nine-thirty, the "Big Boss," Mr.²⁸ Gorman, smiled his good mornings left and right as he passed through the room and went into his private office. Almost at²⁹ once, contrary to her regular routine, Miss Grief followed. Undoubtedly, she was asking Mr. Gorman's³⁰ permission to fire her, Carol thought. Her heart lurched. Suddenly she realized that she wanted

this job more than she had³¹ ever wanted anything, and through her own negligence she had lost it. She had good reason for being late this³² time; yes, but there were those times—too many times—when downright carelessness had been the cause. Also, this week's truth was³³ identical with last week's lie. What could she say? What defense could she possibly make?

Miss Grief returned to her desk and³⁴ motioned to Carol. On wooden legs, Carol advanced to Miss Grief's desk and, at her invitation, collapsed weekly³⁵ in the guest chair.

Sternly, Miss Grief said, "Within this department, your seniority is second only to mine; your³⁶ record of attendance is all but perfect. Without supervision, you do better work and more of it than any³⁷ of the other girls, but your being late must stop."

Grateful that she was not being dismissed, Carol said nothing.³⁸

Miss Grief sighed gustily; when at last she spoke, her remarks were completely out of context. "All of us want something,"³⁹ she said slowly. "My

want was simple—all my life I've wanted a little white cottage. I have that cottage now—in⁴⁰ Elm City. There's a garden and a big yard where I can raise roses. . . . I shall be very happy there."

"I know you⁴¹ will," Carol said, "and I'm—"

"Keep quiet, and let me finish," Miss Grief snapped with some of her old tautness. "What I wanted⁴² to say was that my sister and her husband had been living there, but he died six months ago. Now I'm going to⁴³ live with her."

"You mean you're going to—to retire?"

"What else? You're pretty young, but I talked Mr. Gorman into giving⁴⁴ you my job; and if you're half the girl I think you are, you'll handle it better than I ever did."

Carol drew⁴⁵ a long, quivering breath. Her eyes followed the unseeing gaze of the older woman to the window. Outside, the⁴⁶ sun was shining brightly on the clean, rain-washed city. What a beautiful day it was! (935)

AS FAR AS I CAN REMEMBER, I had not decided at the age of twelve to become a secretary. But¹ my father did decide that it was high time I started to handle the family's letter writing. Perhaps the² fact that Grandma went away to tend an elderly cousin who was ill had something to do with it. I was to³ write at least one letter a week to Grandma to let her know what was going on at home. The first letter was far⁴ from a literary masterpiece but Grandma treasured it to the day she died.

That Christmas, my dog had puppies.⁵ I was delighted with the blessed event, so I had no trouble writing a very newsy letter to Grandma⁶ with accurate descriptions of the pups. My mother reminded me to include the fact that my father's cousin⁷ had passed away. She was a relation I had seldom seen and I hadn't known her very well. So I added,⁸ after both sides of two sheets were filled with an account of the puppies: "And poor dear Dora. She died."

Thanks to courses⁹ in story writing and letter writing—part of a prescribed course—I did better as I grew older. I had¹⁰ the creative spark and an interest in the effect that the proper selection of words could create. On top¹¹ of that, I was considerably taken with "The pen is mightier than the sword"—I think I had the delusion¹² that I might someday be able to help prove it. But so far I haven't.

FLASH READING*

You, Too, Can Write

MARGARET OTTLEY

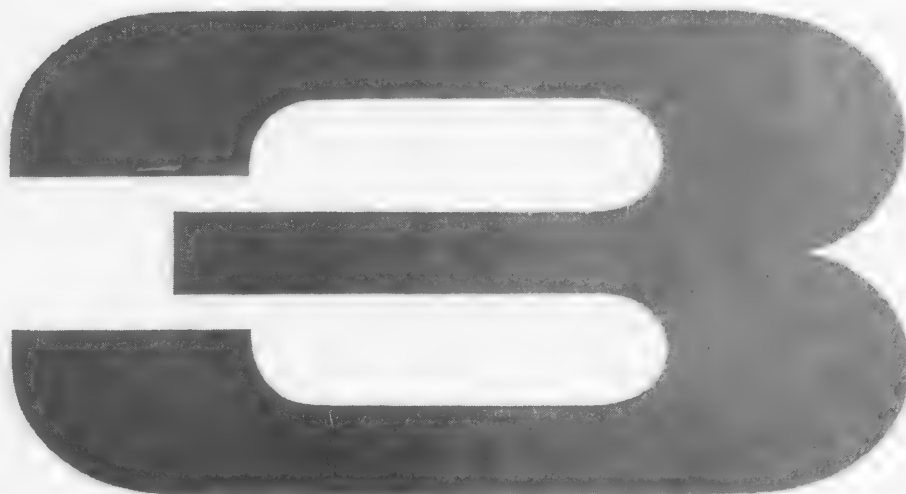
I have, though, had the keen satisfaction¹³ of receiving letters that make me feel I may perhaps be a pretty good letter writer. Let me tell you¹⁴ of one. I worked for a company that sold fountain pens. One day we received a letter from a sailor who was¹⁵ a yeoman stenographer in the Navy. It seems the young man had ordered

a pen and it hadn't worked to his¹⁶ satisfaction. The point scratched and the ink flow was not what it should have been. According to the letter that accompanied¹⁷ the pen, the young man became so angry one day that he threw the pen to the deck (without the cap on!) and,¹⁸ of course, damaged the point—considerably. Just the same, he felt that since the pen wasn't satisfactory on¹⁹ receipt, we should send another, no charge. In reply, I told him that it was too bad that he hadn't returned the²⁰ pen soon after its receipt, for we should then have sent a replacement promptly and without charge. But, since in a fit²¹ of temper he had damaged the point beyond repair, he would have to pay \$2 for a new one. He replied²² with a check and said that this was the first time in his life anyone but his young wife had ever called him to task²³ for his temper. He said, too, it was the first "human touch" business letter he had ever received. After nearly²⁴ ten years, he still sends a card several times each year from some foreign port, with a message of greeting and good will.²⁵

Practice on your friends, relations, boys in the service, and you'll learn through writing, and more writing, to be as interesting²⁶ with your fountain pen or typewriter as you are in person. (532)

* Vocabulary limited to Chapters One through Six of Gregg Shorthand Simplified.

business needs all



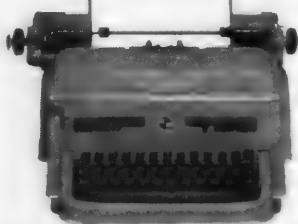
... so do your students!

Educators and businessmen agree that the more versatile the typist, the more valuable the employee. In today's "Electric - Noiseless - Standard" offices, students trained on all three quickly take their place at any station with confidence and know-how. Consequently no typing course is complete without train-

ing on all three...no typing department complete without all three REMINGTON® Typewriters... ELECTRIC... NOISELESS®... STANDARD®.

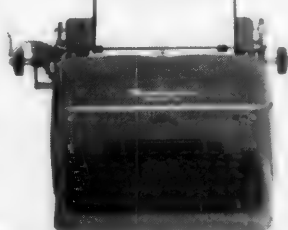
Remington Rand
DIVISION OF SPERRY RAND CORPORATION

Electric



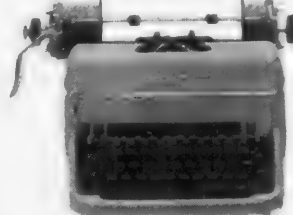
The Electric Typewriter is the greatest short cut ever devised for the learning of typing.

Noiseless



Typists with noiseless training are usually highly proficient on standard and electric typewriters too.

Standard



The REMINGTON STANDARD - the most smoothly rhythmic, standard typewriter available.

Professional

Report

NEWS SPOTLIGHT

TV Camera Monitors Study Hall for Principal

... as he watches an office screen. Students at Pearl River (New York) High School now get their homework done during study periods. A television camera in the room reflects every move through a closed circuit to a receiver in the principal's office. According to Superintendent of Schools Samuel Hicks, "Now there is no daydreaming. The students pay attention to their studies as never before. And it is a great boon to teachers, who no longer have to spend full time in the study hall. . . . Now they can pay occasional visits, but meanwhile attend to other duties. The entire experiment has already paid off in boosted morale." Serious students were also in favor of the idea because it gave them more uninterrupted time to study.

The TV equipment was loaned to the school on a trial basis. Within two weeks negotiations were underway for a long-term rental. There is a possibility that the system will be extended to other rooms.

Teachers Colleges Will Disappear Soon

... according to Earl W. Bigelow, professor of higher education at Columbia University's Teachers College. "The teachers college is proving to have been a way station between the normal school and the state college," he told the American Association of Colleges for Teacher Education, a department of NEA. He described the state college as a multipurpose institution for which teacher education is one of several functions.

"I venture to prophesy," he said, "that in another eight years, the name 'State Teachers College' will have disappeared except, possibly, in a few backward states like New York, which, even so late as 1938, was resisting letting its normal schools grow up." He also named New Jersey, Pennsylvania, and Massachusetts as backward states.

High School Students Earn College Credits through TV

... in Northeastern New York and parts of New England. In February, WRGB in Schenectady and WPTZ in Plattsburgh began telecasting a thrice-weekly half-hour course in college geography, prepared by the State University of New York, Albany. University President William S. Carlson termed the experimental course "a milestone in educational television in New York State."

The course is given to accelerated groups of seniors who form special classes at their high schools. The high schools will administer both the mid-term and final examinations, as well as pay the students' registration.

PEOPLE

• Mrs. Bernice Harrigan and L. D. Heckman, both instructors at Massey Business College, Houston, Texas, died in January. Both deaths came without warning. Last year, Mrs. Harrigan was president of the business-teachers section of the Southwestern Private Commercial Schools Association.

• Carroll A. Nolan has been appointed head of the business-education department at Syracuse (New York) University. The appointment followed a division of the University's commercial department into two sections. The office-administration department is under O. Richard Wessels,



CARROLL A. NOLAN

... a head and acting head but Dr. Nolan will be acting head of this department for twelve months while Dr Wessels is in Europe.

Nolan is a former state supervisor of business education for the State of Delaware. He holds his Ed.D. from New York University. He is the author of two texts, *Principles and Problems of Business Education* and *Fundamentals of Advertising*.

• Eunice L. Miller received her Ph.D. degree from New York Univer-

sity in February of this year. Her dissertation, "The Value of the Doctorate for Women in Business Education and Business," was written under the direction of Herbert A. Tonne.

Miss Miller is a teacher at Sewanhaka High School, Floral Park, New York; she is also an instructor at Hunter College, New York City. She is president of the Alpha chapter and a national delegate to Delta Pi Epsilon.

- Antonette E. DiLoreto recently received her Ed.D. degree from Boston University. The title of her dissertation was "An Experimental Study to Determine the Effectiveness of the Electric Typewriter as Compared with the Manual Typewriter in Typing Straight-Copy Material, Fill-In Forms, and Tabulation." It was written under the guidance of Lester I. Sluder. Negative findings were reached. Miss DiLoreto is currently an instructor of business subjects at Nelson W. Aldrich High School, Lakewood, Rhode Island.

- Roger H. Nelson has been granted a Danforth Foundation grant for 1957-58. He is an instructor at the University of Utah, Salt Lake City.

The Danforth Foundation, estab-

lished in 1927, invites each accredited university in the United States to nominate annually one faculty member for each 2000 students who are enrolled in the school. This year, 57 individuals were selected from 740 nominees for the grant.

The Foundation pays a liberal stipend that allows the recipient to pursue a full year of uninterrupted study toward his doctorate at any American university of his choice. The grant pays for all books, fees, and other expenses. Mr. Nelson and his wife will attend a conference of Danforth scholars this August. Its purpose is to focus attention on the problems of the Christian teacher and methods of increasing its total effectiveness.

- Wilverda Hodel, Duquesne University, Pittsburgh, has been appointed national secretary-historian of Pi Omega Pi. She succeeds Mrs. Ardath Stedman, of North Texas State College, Denton. Miss Hodel sponsors Alpha Phi chapter, chosen the fraternity's best chapter for 1956.

GROUPS

- The Catholic BEA will hold its annual convention at the Hotel Wisconsin, Milwaukee, from April 22 to 25. Speakers during eight scheduled plenary sessions will discuss facets of the convention theme, "The Impact of Modern Trends in Business Education: Professionalism and Automation."

The convention will begin on the evening of April 22 with a meeting of the editorial board of the *CBE Review*. On the following day, the National Executive Board will meet in three sessions. Registration will begin on Wednesday, the 24th. The remainder of the business sessions are scheduled as follows:

WEDNESDAY, APRIL 24

10:00 a.m.—*First Plenary Session*: chairman, Sister M. Therese, O.S.F., chairman, Midwest unit, Madonna High School, Aurora, Illinois; welcome, The Most Reverend Albert G. Meyer, S.T.D., Archbishop of Milwaukee; address, Brother Remigius, S.C., national president, Catholic High School, Baton Rouge, Louisiana. (CBEA activities)

11:00 a.m.—*Second Plenary Session*: chairman, Sister Helen Marie, P.B.V.M., St. Patrick School, Waukon, Iowa; address, Gladys Peck, supervisor of business education, State of Louisiana. (Organizations)

2:00 p.m.—*Third Plenary Session*:

chairman, Loretto R. Hoyt, De Paul University, Chicago; panel topic, "Charm in a Capsule."

4:15 p.m.—*Fourth Plenary Session*: chairman, Rev. Charles B. Aziere, O.S.B., St. Benedict's College, Atchison, Kansas; address, John L. Rowe, University of North Dakota, Grand Forks. (Curriculum patterns)

8:00 p.m.—*Second Session of National Executive Board*.

THURSDAY, APRIL 25

9:30 a.m.—*Fifth Plenary Session*: chairman, Brother Leo V. Ryan, C.S.V., St. Louis (Missouri) University; address, William L. Hartley, Link-Belt Company, Chicago. (Technological progress)

10:45 a.m.—*Sixth Plenary Session*: chairman, John L. Rowe; address, Theodore Woodward, George Peabody College for Teachers, Nashville, Tennessee. (Automation and business education)

12:15 p.m.—*Convention Luncheon*: toastmaster, Frank P. Donnelly, Gregg Publishing Division, McGraw-Hill Book Company, Inc., New York City; address, Robert J. O'Brien, Armour Research Foundation, Chicago, Illinois. (Automation and the individual)

2:15 p.m.—*Seventh Plenary Session*: chairman, Sister M. Tarcisius, S.S.C.M. St. Patrick Central High School, Kankakee, Illinois; address, Earl Nicks, Underwood Corporation, New York City. (Automation and teachers)

3:15 p.m.—*Eighth Plenary Session*: chairman, Brother James McCaffrey S.M., Chaminade College, Clayton, Missouri; address, Kenneth Henning, De Paul University, Chicago. (Automation and employment)

- The Southwestern Private Commercial Schools Association held its annual convention at Oklahoma City, Oklahoma, in November. New officers are: president, Weldon Strawn, Massey Business College, Houston, Texas; vice-president, Carl Durham, Durham Business College, San Antonio, Texas; and secretary, Hollis Warr, Draughon's Business College, Amarillo, Texas. Directors are: Wesley Norton, Freeman Bates, Noble Young, and Howard E. Cannon.

New officers in the business-teacher section are: president, Mary King, Draughon's Business College; vice-president, Mary Polk, Tulsa (Oklahoma) Business College; and secretary, Mrs. Christine Hubby, Draughon's Business College.

- Pi Omega Pi held its 15th biennial convention at the Palmer House, Chicago, December 27 to 29. One hundred and thirty-eight delegates

NOW AVAILABLE IN REPRINT FORM!

MOST-USED SHORTHAND TERMS FOR 15 DIFFERENT FIELDS

Because of the demand for industry terms in Gregg Shorthand Simplified published in *Today's Secretary*, we have secured a limited supply of reprints. Each list of terms has been printed on an 8½ x 11 sheet of quality stock.

Prices are as follows:

- Single copies—25 cents each
- 10 to 50 copies—20 cents each
- Over 50 copies—15 cents each
- Complete set of 15—\$2.50

Cash or check for full amount must accompany order.

Reprint Department
Today's Secretary
330 West 42 Street, New York 36, New York

Please send me _____ copies of each of the reprints I have checked below, for which I enclose payment of \$_____.

- | | |
|--|---------------------------------------|
| <input type="checkbox"/> Atomic Energy | <input type="checkbox"/> Oil |
| <input type="checkbox"/> Banking | <input type="checkbox"/> Medical |
| <input type="checkbox"/> Import-Export | <input type="checkbox"/> Electronic |
| <input type="checkbox"/> Radio & TV | <input type="checkbox"/> Construction |
| <input type="checkbox"/> Agricultural | <input type="checkbox"/> Aviation |
| <input type="checkbox"/> Chemical | <input type="checkbox"/> Contract |
| <input type="checkbox"/> Electrical | <input type="checkbox"/> Insurance |
| <input type="checkbox"/> Legal | |

☐ Complete set of 15

Name _____
Address _____
City _____
State _____

attended. New officers are: president, Audrey V. Dempsey, East Carolina College, Greenville, North Carolina; vice-president, James Blanford, Iowa State Teachers College, Cedar Falls; secretary-historian, Mrs. Ardath Stedman, North Texas State College, Denton; treasurer, Norman Kallaus, Iowa State University, Iowa City; editor, Ralf Thomas, Kansas State Teachers College, Pittsburg; organizer Hulda Vaaler, University of South Dakota, Vermillion; and student representative, J. O. Oliver Williams, East Carolina College.

• **The Eastern Business Teachers Association has announced its program for the 1957 convention at the Hotel Statler, New York City. The date is April 17 to 20. The theme is "Business Education as Vocational and General Education."**

A high light of the program will be a series of group conferences in office practice, bookkeeping, secretarial practice, basic business, and distributive education, plus many administrative conferences. Featured speakers will be William Jansen, superintendent of schools, New York City, and John Anthony Brown, Jr., assistant to the president of Temple University, Philadelphia.

Activities will begin on Wednesday, April 17 with meetings of the executive board and of the exhibitors. Registration will take place from 7:30 to 8:30 in the evening. The remaining schedule follows in detail:

THURSDAY, APRIL 18

9:45-11:30 a.m.—Section meetings.

Private School Administration: director, William C. Gordon; chairman, Elgie C. Purvis, Strayer College, Washington, D.C.; assistant chairman, Fred Burdett; topic, "Changing Educational Goals"; participants, Jay W. Miller, Dorothy C. Finkelhor, Elizabeth Trumper, Yale J. Laitin, and Charles Sewall.

Junior Colleges: director, Albert L. Fisher; chairman, Louis A. Rice, Fairleigh Dickinson College, Rutherford, New Jersey; assistant chairman, Parker J. Dexter; topic, "English—What Are We Doing About It?"; participants, Dorothy Adams, Robert G. Dawes, and Thomas F. Fleming.

Administration and Supervision in Public Schools: director, Harold E. Cowan; chairman, Thomas K. LeGuern, Dedham (Massachusetts) High School; assistant chairman, Maryanne Zilin; topic, "Guidance and Discipline"; participants, Lester I. Sluder, Knute Larson, and Rose Farese; recorder, Donald Peterson.

12:00 noon—*Fellowship Luncheon:*

AJUSTRITE

**SPLIT
SECOND**

ADJUSTMENT
... to any
Height Desired



ADJUST THE CHAIR—NOT THE TABLE AND SAVE ON ORIGINAL COST



Notice that the seat is just the right height and the back rest is in the correct position for proper seating posture. Both seat and backrest are quickly and easily adjusted by the student. With AJUST-

RITE the teacher can dem-

onstrate and the student can practice proper posture as it is prescribed.

A posture type chair with seat adjustment of 16" to 21", backrest horizontal and vertical adjustment of 5". Ideal for teaching and practicing posture in typing and other business classes. Reasonably priced.

32 MODELS IN THE AJUSTRITE LINE

GUARANTEED

against failure due to defective material or workmanship for a period of 10 years.

FREE TRIAL

Samples furnished for 30-day trial without obligation. Send for illustrated folder.



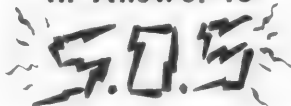
Model
TSC 1520
Hardwood saddled seat
adjusts 16" to 21",
backrest adjusts 5".

AJUSTO EQUIPMENT CO.

515 Conneaut Street • Bowling Green, Ohio

S. S. S.

In Answer to



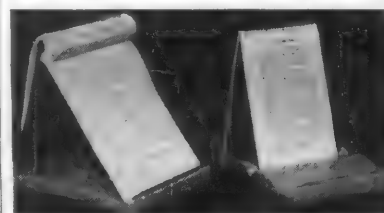
Let our Silent-Salesman-Sample **MAGAFILE** prove to you that we have the answer to your S.O.S. cry for a practical and economical method of filing Unbound Magazines and Pamphlets. A free sample **MAGAFILE**—with complete description and price list—will be sent on request.

It must sell itself as it has to more than 5000 other satisfied users. No salesman follow-up. We will answer your S.O.S. by return mail if you write today to . . .

THE MAGAFILE COMPANY

P. O. Box 2615, Merchants Station, St. Louis 2, Mo.

UP GOES EFFICIENCY in classroom or office!



CLEAR-VIEW COPYBOOK HOLDER holds all sizes and types of top-bound books

Relieves eye strain, tension; promotes accuracy, speed
✓ 8" x 11" x 1" size: fits all desks, provides for easy storage
✓ Two convenient grooves for pens or pencils
✓ Will not "walk" off desk
✓ Attractive colors (green, brown, ivory, art-metal gray, yellow)
✓ Smooth surface provides easy cleaning and harmonious appearance
✓ Constructed of long-lasting, reinforced polystyrene plastic

PRICES

1-11 Copybook Holders \$2.00 each
12-48 Copybook Holders 1.75 each
49-96 Copybook Holders 1.60 each
97 and more 1.50 each

Prices F.O.B. San Diego, California

CLEAR-VIEW COMPANY

Dept. B, 2227 Fern St., San Diego 4, Calif.

Reprints Available!

"Comparing Electric Typewriters"

a 4-page reprint from the January issue of *Business Education World*. A factual, feature-by-feature analysis of the electric and semi-electric machines available to teachers for classroom training. Price: 25 cents.

Other reprints available:

"How to Teach Transcription," a 12-page reprint consisting of four articles that constitute a detailed outline for conducting a transcription course. The articles are entitled, "What, When, How—a Survey" (George A. Wagoner), "Teaching Punctuation in Transcription" (Elise Davis), "How to Integrate Transcription Skills" (Ruth I. Anderson), and "How to Evaluate Transcription" (George A. Wagoner).

Price: 25 cents.

"Typewriting Classroom Management" (February, March, April, and May, 1955) and "How Old Are Your Typewriters?" (September, 1954), by Alan C. Lloyd. 16 pages. Price: 35 cents a copy.

"General Business: Student Projects that Will Intensify Learnings," by Alan C. Lloyd; March, April, June, and September, 1954. 8 pages. Price: 25 cents a copy.

"Is Teaching a Profession?" by J. Milnor Dorey; November, 1954. Price: 10 cents a copy.

"Mimeograph Duplication—A Scale for Rating Performance," by Abraham Kroll; June, 1953. Price: 10 cents a copy.

Reprint Department
Business Education World
330 West 42 Street
New York 36, New York

I am enclosing \$..... in (cash, check, money order) for which please send me the following reprints:

No. of Copies Name of Reprint

Name

School

Address

City State

director, Albert L. Fisher; chairman, H. R. Hopkins, executive secretary, NACBS; speaker, Robert M. Bottger, American Hardware Mutual Insurance Company, Newark, New Jersey; topic, "Don't Sell Yourself Short."

2:45 p.m.—*General Meeting*: presiding, William M. Polishook, president; greetings from representative of City of New York; response, Thomas A. Sullivan, vice-president; keynote address, William Jansen.

6:45 p.m.—*Convention Banquet*: presiding, William M. Polishook; speaker, John Anthony Brown, Jr.; topic, "Some Common Threads of Current Criticism of Public Education."

FRIDAY, APRIL 19

9:45-11:30 a.m.—*Basic Business Area Conference*: director, Herbert A. Tonne; chairman, Morris Goller, Grover Cleveland High School, Ridgewood, New York; assistant chairman, Irving Benedon; lesson presentation, Dorothy Lee; consultants, Barrett Davidson, Gustave Schwamm, and Rae Stern; recorder, Ruth Elbersen.

9:45-10:05 a.m.—*General Meetings* in office practice and secretarial areas.

Machines, clerical practice, and filing: director, Harold E. Cowan; chairman, Mary K. Tormey, The Reading Institute, Boston, Massachusetts; keynoter, A. B. Parker Liles.

Shorthand, typewriting, and secretarial training: director, Joseph Gruber; chairman, Joseph Gruber, director of business education, City of New York; keynoter, James R. Meehan.

9:45-10:15 a.m.—*General Meeting in bookkeeping area*: director, E. Duncan Hyde; chairman, William Selden, Chief, Business Education, Commonwealth of Pennsylvania; keynoter, Harry Huffman.

10:15-11:30 a.m.—*Group Conferences* in office practice (2), secretarial (4), and bookkeeping (1) areas.

Machines: leader, Frances V. Gaynor, DuPont High School, Wilmington, Delaware; consultant, Carolyn Arnold; recorder, Thomas L. Walters.

Clerical Practice and Filing: leader, Mary K. Tormey; consultants, Vern A. Frisch and Shirley Morrill; recorder, Marie E. Reynolds.

Gregg Shorthand Theory: leader, Mary E. Oliverio, Columbia University, New York City; consultant, Charles Zoubek; recorder, Mrs. Tilly Dickinson.

Pitman Shorthand Theory: leader, Alexander P. Seggie, University of Toronto; consultants, Mrs. Renee Sherline and Goodwin Gilson; recorder, Dorothy Bradfield.

Transcription and Secretarial Training: leader, Mrs. Helen R. Klein, Abraham Lincoln High School, Brooklyn, New York; consultant, Kenneth Zimmer; recorder, Renetta Heiss.

Typewriting: leader, Ann Pupchyk, A. B. Davis High School, Mount Vernon, New York; consultant, Dorothy F. Haydon; recorder, Anna K. Schmidt.

Bookkeeping area: consultants, M. Herbert Freeman (bookkeeping), Howard E. Wheland (recordkeeping) and Edwin B. Piper (business arithmetic); recorder, James G. Brown.

PRIVATE SCHOOL AREA

9:45-10:05 a.m.—*General Meeting*: director, William C. Gordon; chairman, William C. Gordon, Bryant and Stratton Business Institute, Buffalo, New York; keynoter, William Hamilton. 10:15-11:30 a.m.—*Group Conferences*.

Accounting: leader, Clem Boling, South-Western Publishing Company, Cincinnati, Ohio; consultant, E. A. Russell; recorder, Milton E. Cagan.

Shorthand and Transcription: leader, Edith McKenzie, Burdett College, Boston; consultant, Mary C. Butera; recorder, Martha E. Daikeler.

Typewriting: leader, Mrs. Irene Showacre, Strayer College, Washington, D.C.; consultant, Harold Smith; recorder, Barbara Loblien.

So that members may attend Good Friday services in nearby churches, convention activities will suspend between 11:30 a.m. and 2:00 p.m.

2:00-4:00 p.m.—*Repeat of the morning's group conferences in the office practice, secretarial, and bookkeeping areas*.

2:00-2:20 p.m.—*Distributive Education General Meeting*: director, Thomas A. Sullivan; chairman, Myron Krawitz, Atlantic City (New Jersey) High School; keynoter, Lawrence L. Bethel.

2:30-4:00 p.m.—*Group Conference in DE*: leader, John F. Elmer, Stop and Save Stamp Corporation, East Paterson, New Jersey; consultant, Alvin Weitz and Daniel P. Sweeney; recorder, Eugene Corenthall.

2:00-4:00 p.m.—*Student Teachers Meeting*: director, Herbert Tonne; chairman, Estelle L. Popham, Hunter College, New York City; assistant chairman, Helen L. Warren; student panel, Barbara Belisle, Donald Callahan, Francis Canelos, Glenna Carpenter, Ann Clifford, Herbert Felske, Doris C. Houghton, Ruth Kafrissen, Edwin F. Moran, Thomas Seippel, and Joan Szemis; consultants, Alfred E. Bray, Harold Burhans, and Irving Goldberg.

3:00 p.m.—*Posting of Report of Nominating Committee.*

SATURDAY, APRIL 20

9:30 a.m.—*General Meeting*; director, William M. Polishook; chairman, William M. Polishook; assistant chairman, Walter A. Brower, Jr.; panel, Hamden L. Forkner, Herman Enterline, M. Herbert Freeman, James Gemmell, Ray G. Price, Herbert A. Tonne, John M. Trytten, and Theodore Woodward; subject, report of five-day meeting on basic business education.

Annual business meeting.

Election and installation of officers.
Drawing for prizes.

1:00 p.m.—*President's Luncheon.* 2:30 p.m.—*Meeting of Executive Board.*

Special convention activities also include the Delta Pi Epsilon dinner, Harvard University breakfast, New York University breakfast, New York State Teachers College breakfast, Pi Omega Pi luncheon, and Rider College Alumni Luncheon.

The program director is Emma M. Audesirk, Northern Valley Regional High School, Demarest, New Jersey. Associate program director is Gladys K. Worth, Scott High School, Coatesville, Pennsylvania.

• The New England Business Educators Association held its annual convention at Wakefield, Massachusetts, in November. The main speakers were Peter L. Agnew, New York University, and Robert E. Slaughter, general manager, Gregg Publishing Division, vice-president, McGraw-Hill Book Company, New York City.

New officers are: president, Leroy Brendel, West Hempstead (New York) High School; first vice-president, John M. Canty, Director of Business Education, Boston, Massachusetts; second vice-president, William F. Clynes, Old Saybrook (Connecticut) Junior-Senior High School; secretary, Rose Farese, Milford (Massachusetts) High School; treasurer, W. Raymond Burke, Arlington (Massachusetts) High School; and assistant treasurer, Anna Lyons, East Providence (Rhode Island) High School. General chairman of the conference was Ruth F. Hiatt, Wakefield High School.

• The Pennsylvania BEA has scheduled two conferences for April, one for the Eastern section, in Wilkes-Barre on April 6, and one for the Western section, in Kittanning on April 13.

Keynote speaker at the Eastern meeting will be Hamden L. Forkner, of Columbia University, New York City. Luncheon speaker will be Eu-

gene P. Bertin, assistant executive secretary of PSEA. Special panel discussions will be held in typewriting, office practice, sales, general business, book-keeping, and shorthand. Program chairman is Frank Radice.

The Western meeting will be presided over by President Kenneth A. Shultz. Participating in a general-session panel discussion will be Mary George, George Anderson, Carol Flannick, and Ann Guckenberger. Luncheon speaker will be Sally Clarke, editor, *Today's Secretary*. Program chairman is Ida Grace Routh.

• The Texas BEA held its annual meeting in December, in conjunction

with the TSTA convention. Featured speaker was Gilbert Kahn, East Side High School, Newark, New Jersey.

New officers are: president, Mrs. Virginia B. Long, Southern Methodist University, Dallas; vice-president, Mrs. Woodie Smith, Breckenridge High School; treasurer, Hazel Baumgarner, Decatur Junior College, Decatur; executive secretary, Loyce Adams, Sam Houston State College, Huntsville; and historian, Zada Wells, Woodrow Wilson High School, Dallas.

• The Catholic BEA, Northwest Unit, held its annual meeting at Portland, Oregon, in December. Highlighting the session was a typewriting

Thanks SHORTHAND TEACHERS

. . . for the enthusiastic response with which you have greeted our offer of the free introductory shorthand record.

Thanks for passing out our literature to your students. Many of them have sent in for their records.

We were so thoroughly deluged with requests for our literature that in order to fulfill every request we had to apportion only ten pieces to each teacher, even though many teachers wanted more.

A whole new supply of literature is now available, so send in for as many more pieces as you wish for student distribution.

Your students welcomed the opportunity of having Dictation Discs for their homework practice.

Dictation Discs develop their rhythm and confidence in writing—put their shorthand in high gear—



make first-rate stenographers out of them. They achieve higher marks at term's end, and employment on graduation.

Use the coupon below to send in for additional literature. Indicate the number of students. *And of course your students receive a 20% discount.*

**MAIL
COUPON
NOW**

Dictation Disc Company
Dept. BW-4, 170 Broadway, New York 38, N.Y.

Gentlemen:
Please send me free
literature for _____
students.

Name _____

School _____

Address _____

DICTATION DISC COMPANY, 170 BROADWAY, NEW YORK 38, N.Y.

Bud®

TYPEWRITER TYPE CLEANER

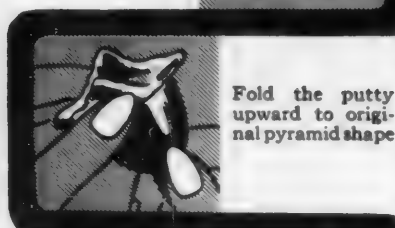
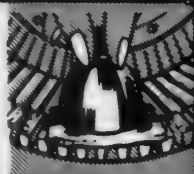


Pulls the dirt out of typewriter type rather than washing it into the machine.



Flatten the putty by pressing very firmly.

Press it on all of the type. Do not rub.



Fold the putty upward to original pyramid shape

USE BUD — IT'S THE MODERN WAY!

- **NO MESSY LIQUIDS** to remove nail polish, spot or spatter clothes.
- **NO HARMFUL FUMES** to cause headaches or colds.
- To make neat erasures—just touch the word to be erased, Bud will absorb the surplus ink. Then erase and there will be no smear.

Special School Discounts
Teachers may write for samples

BUD TYPE CLEANER
P. O. BOX 4444
BALTIMORE 12, MARYLAND

workshop conducted by Fred Winger, Oregon State College, Corvallis. Employability requisites were discussed by Mrs. Lawrence Fejfar, United Pacific Insurance Company, Tacoma, Washington. New president of the Northwest Unit is Sister Mary Dorothy, SNJM, Eugene, Oregon.

- Theta Alpha Delta will hold its second annual convention at the Hotel Statler, Los Angeles, on April 13 and 14. Louise Seyler, deputy superintendent of Los Angeles city schools, will be the main speaker. Convention chairman is Clara McCluskey.

- The Colorado BEA held its winter meeting in Denver on January 11. New officers elected were: president, Mrs. Lucie Van Den Berg, Crawford High School; vice-president, Katharine McIntyre, Pueblo College, Pueblo; and secretary-treasurer, Joyce Bower, Manual High School, Denver. Named Colorado delegates to the UBEA convention at Dallas in June were F. Kendrick Bangs and Mrs. Van Den Berg.

The Colorado Association will hold third annual spring convention on April 13 at the University of Denver. Program chairman is R. W. Christy; John Binnion is in charge of arrangements.

- The Pennsylvania Business Educators Association held its annual business meeting in December as a part of the Pennsylvania SEA convention. Featured speaker was Clarence G. Enterline, Elizabethtown College.

New officers are: president, Kenneth A. Shultz, director of business education, York; first vice-president, Thaddeus Penar, Grove City College; second vice-president, Gladys Worth, Scott High School, Coatesville; secretary, Edith Fairlamb, Reading High School; treasurer, William Whiteley, Reading High School; and editor, PBEA News, Mrs. Betty Hutchinson, Collingdale High School.

- The Connecticut Business Educators' Association will hold its 53rd annual convention at New Britain Teachers College on May 4. The featured speaker will be Commissioner of Education William J. Sanders; his talk will reflect the program theme, Maintaining Effective Business Education Standards. Section meetings will cover bookkeeping and business arithmetic, clerical practice and office machines, shorthand and transcription, social business subjects, junior-high business subjects, and typewriting.

- UBEA and the Mountain-Plains BEA will hold their annual convention

in Dallas, Texas, June 17-22, in conjunction with the National Education Association Centennial Celebration. The first three days will feature the FBLA convention, with the Centennial celebration scheduled from June 19 to 22. Discussion groups at the MPBEA-UBEA meetings will examine four issues: supervision and administration, research, guidance and counseling, and evaluation.

Chairman of the planning committee is Vernon Payne, North Texas State College, Denton. Program chairman is E. C. McGill, Kansas State Teachers College, Emporia.

SCHOOLS

- **Several schools have announced workshops and conferences in business education during the 1957 summer session.** They vary in length from one day to a week or more. The listing follows:

UNIVERSITY OF COLORADO, Boulder: A workshop in business education will be held from June 17 to July 19; it will be under the leadership of Clyde I. Blanchard, now a management consultant in Tulsa, Oklahoma. Problems under discussion will be: training students to adapt themselves to an office job, business education in the small high school, professional growth, using community resources, etc. Further information may be obtained from Helen B. Borland, School of Business.

PENNSYLVANIA STATE UNIVERSITY, University Park: The annual business-education conference will be held July 22 on the University campus. The conference theme is "Improvement of Instruction in Business Education." The banquet speaker is Peter L. Agnew, New York University. Other speakers include Thomas B. Maier, L. M. Collins, M. Herbert Freeman, and Thomas B. Martin. Subjects to be discussed are office practice, shorthand, typewriting, bookkeeping, and basic business. For further information, write to Margaret Swartz, College of Business Administration.

KANSAS STATE TEACHERS COLLEGE, Emporia: A workshop on the extracurricular activities of the business teacher will be held from June 24 to July 3. Subjects will include the school newspaper, business club, yearbook, social activities, and plays. Two hours' graduate credit may be earned. For further information, write to the workshop co-ordinator, Gerald W. Maxwell, assistant professor of business education.

UNIVERSITY OF MICHIGAN, Ann Arbor: Four workshops will be held for business teachers: June 24 to July 5, Teaching Stenographic Subjects; July 8 to 19, Teaching Retailing; July 22 to August 2, Principles and Trends in Business Education; and August 5 to 16, Teaching Basic Business. A business-education conference will be held July 12 to 14. Visiting faculty members include Robert Finch, Jeanne Reed, Robert Kozelka, and Vernon Musselman. For further information, write to J. M. Trytten, 3000 School of Education.

UNIVERSITY OF ILLINOIS, Urbana: A four-week workshop in curriculum development will be offered from July 15 to August 9. The workshop will meet in class session two hours each day and will carry four semester hours of credit. Subject matter to be emphasized will include financial planning, buying principles, credit, insurance, investments, taxes, and general economics; considerable time will also be spent on methodology. A business-education conference will be held July 15 to 16. For further information, write to Arnold Condon, head of the department of business education.

- New York University will offer eight points of credit for a business-education study tour of Western Europe from June 29 to September 7. The tour will visit Paris, Vienna, Zurich, Munich, Hamburg, Copenhagen, London, Brussels and Amsterdam, among other cities. Minimum total cost will be \$1400. Final payments must be made by April 15. The course leader and guide will be Herbert A. Tonne, School of Education, New York University, Washington Square, New York 3.

- The Central Washington College of Education, Ellensburg, has announced a workshop in Personal and Family Financial Security Education to be offered between June 17 and July 17 of this year. These are the dates of the first term of the summer session. The second term will run from July 18 to August 16.

GENERAL

- Nomination blanks for the 1957 John Robert Gregg Award are now available from Albert C. Fries, chairman of the division of business, Chico (California) State College. Fries' appointment as chairman of the administrative committee has been announced by Bernard A. Shilt, 1956

chairman. Other members of the committee are: Jay Miller, Goldey Beacom School of Business, Wilmington, Delaware; Vernon Payne, North Texas State College, Denton; Margaret Ely, Carnegie Institute of Technology, Pittsburgh, Pennsylvania; Leslie J. Whale, Board of Education, Detroit, Michigan; and John A. Beaumont, Board of Vocational Education, Springfield, Illinois.

Nominations may be made by anyone interested or engaged in business education; the deadline is July 31. Final selection will be made by an independent board comprised of six business educators. The award carries a cash gift of \$500. Recipient of the 1956 award was Elvin S. Eyster, Indiana University.

- The American secretary will be honored during April 21-27, National Secretaries Week. A proclamation to this effect was signed by Secretary of Commerce Sinclair Weeks. April 24 will be National Secretaries Day.

The week is cosponsored by the National Secretaries Association and the Office Equipment Manufacturers Institute. NSA president Martha Rosamond announced that her organization will sponsor Career Day Talks

by its members, in schools and offices throughout the nation. Secretarial workshops will also be sponsored in co-operation with local schools and universities. Theme of the week is "Better Secretaries Mean Better Business."

- The Mid-Atlantic Regional Conference of the President's Committee on Education Beyond the High School will meet April 30 and May 1 at New York University's Washington Square Center. Three hundred educators and laymen from New York, New Jersey, Pennsylvania, Delaware, Puerto Rico, and the Virgin Islands are expected to attend.

Carroll V. Newsom, president of NYU, is chairman of the group's steering committee. The conference is one of five "grass roots" meetings to be held this spring throughout the country.

- The free use of 650 films has been granted to educational TV stations by the Westinghouse Broadcasting Company. The films were purchased recently from the Encyclopaedia Britannica Films Library. First stations to benefit will be KQED, San Francisco; WQED, Pittsburgh; and WGBH-TV, Boston.

ADJUSTABLE ALL STEEL

DO THE JOB RIGHT!

Study has proven that BOTH the chair and table should be ADJUSTED to fit the individual.

SEMCO ALL STEEL—School and Office

Equipment saves you money while it offers correct typewriter height from 26 to 29½ inches.



No. 102
Drop-Leaf Stand

ADJUSTS AS EASY AS DIALING YOUR TELEPHONE!

Just a simple turn of the REMOVABLE crank assures proper, positive—locking typewriter bed height. The chair alone cannot assure typing ease and improve typing technique! BE MODERN... USE SEMCO'S ADJUSTABLE TABLES and STANDS!



Back-breaker!



Arm-stretcher!



A-H-H-H-H
SEMCO!!



No. 101
Typing Table

Write for FREE Illustrated Folder

SEMCO SALES PINELLAS INTERNATIONAL AIRPORT
ST. PETERSBURG • FLORIDA

New Business Equipment

Add Typewriter Shelf to Desk

A new insertable typewriter unit that provides a typewriter shelf for steel desks has been introduced by the Yawman and Erbe Manufacturing Company, 1099 Jay Street, Rochester 3, New York. The model #6100 ITS



has a shelf area of 19½ by 17½ inches. A supporting leg attachment may be adjusted at any one of three positions. The unit is reported to be completely free of vibration. It is available in tan, green, and gray.

Less Wear on Adding Machine

A new Odhner adding machine incorporates for the first time a short-cut mechanical principle capable of increasing operational speed as much as 30 per cent. No more than 5 turns are needed to print any one figure, compared to as many as 9 turns on standard machines; in the complete number cycle, there are only 25 turns with the short-cut device, as compared to 45 on other machines.

Facit, U. S. distributor of the Swedish-made machine, reports that this reduction in revolutions means less wear and tear on the machine, almost doubling its useful life. Other advantages of the new model include automatic stepover, automatic double-spacing after each total, finger-fitted keys, and rubber underrollers for mobility. Catalogues or brochures may be obtained from Facit, Inc., 404 Fourth Avenue, New York 16; or, 235 Montgomery Street, San Francisco 4, Calif.

Dictation Machine Now Portable

A new book-size, 4½-pound dictation machine that operates on two batteries or regular current has been

announced by Peirce Dictation Systems, Inc., 5900 Northwest Highway, Chicago. Unlike most miniature recording machines, the Peirce Secretary is a complete dictation unit. It incorporates instant playback and review at any dictation point as often as desired. The Peirce magnetic belt is made of DuPont Mylar and may be mailed in ordinary envelopes, filed, or re-used thousands of times.

The Secretary has complete volume control, a dynamic close-talking microphone, and "press to talk" and "press to listen" microphone control that actuates the motor immediately, eliminating warmup time and extending battery life. A light indicates when the machine is running and when batteries need replacement.

Projector Has Improved Sound

Bell & Howell's newest Filmosound 16mm magnetic-recording projector is reported to have a 50 per cent increase in power and distortion-free sound. The 302D and 302E models have 15-watt amplifiers—for use in large auditoriums—dual recording-level indicator lamps, and separate tone controls for treble and bass.

The Filmosound 302 enables the user to record his own soundtrack on film, as well as to project both magnetic and conventional sound and silent films. The 302E, with a built-in eight-inch speaker, retails at \$734.



The 302D, with twelve-inch speakers housed in matching cases, retails at \$814 (with 25-watt power speaker, at \$884). Write to Bell & Howell Company, 7100 McCormick Road, Chicago 45, Illinois.

ADVERTISERS

Ajusto Equipment Co.	51
Allen, R. C., Inc.	7
Bankers Box Co.	10
Boston University	29
Brushmakers, Inc.	8
Bud Type Cleaner	10, 54
Burroughs Corp.	16
Catholic University	28
Clear-View Company	51
Desks of America, Inc.	1
Dictation Disc Co.	53
Eraser Co.	5
Esterbrook Pen Co.	4
Faber-Castell, A. W., Pencil Co.	15
Federal Wood Industries, Inc.	8
Felt & Tarrant Mfg. Co.	11
Garrett Tubular Products, Inc.	10
Gregg College, Northwestern University	29
Gregg Publishing Division	12
Hargadon Mfg. Co.	5
Heyer Corp.	9
International Business Machines	Cover 3
Magafile Co.	51
Montana State University	31
National Cash Register Co.	Cover 4
Remington Rand Inc.	48
Royal Typewriter Co.	44
Semco Sales	55
Smith-Corona Inc.	Cover 2
Underwood Corp.	3
University of Denver	28
University of Hawaii	29
University of Pittsburgh	31
University of Southern California	28

New Products at a Glance

- Whirl Board File, marketed by Lansdale Products Corporation, Box 568, Lansdale, Pennsylvania. Pearl pressboard cover; two revolving rings move with papers; alphabetical index. Note-, letter-, and legal-size.

- Storage cabinets, made by Herman Nelson Products, American Air Filter Company, Inc., 215 Central Avenue, Louisville 8, Kentucky. Available in 24-, 36-, and 48-inch lengths; may be installed singly or in combination. Bulletin available.

- New correction fluid, No. 597, for spirit or direct process masters, introduced by The Heyer Corporation, Chicago. Dries rapidly; blocks out unwanted detail; useful to clean spirit masters. No wax pencils, glass erasers, etc., needed.

- Columnar sheets for clear, sharp reproductions, made by Ross-Martin Company, P. O. Box 800, Tulsa 1, Oklahoma. Complete line for copying machines using Diazo process, Thermo-Fax principle, etc., 300 styles in white, green, ivory, yellow; varied sizes and column rulings. Bulletin available.

AGAIN IN 1956 — FOR THE 10TH STRAIGHT YEAR —

IBM *electric typewriters*
outsold all other
electrics **COMBINED!**



Smart management all over the country consistently chooses the IBM Electric over all others.

These people *know* IBM is the world leader in electric typewriter progress, performance, and popularity . . . always first with the best!

And they know the IBM Electric boosts office efficiency. It saves time and energy—helps turn out more typing in less time.

Call IBM for more information and a demonstration.

IBM ELECTRIC
TYPEWRITERS

...WORLD LEADER IN PROGRESS,
PERFORMANCE, AND POPULARITY

This advertisement recently appeared in several leading magazines reaching Office Managers and top-level Executives.

From classroom to office, the switch is to IBM Electrics

Since your students will be most likely to use the IBM Electric in their future jobs, why not give the *best* training by teaching them on the IBM *now*! The per-student cost of the IBM for your school is surprisingly low. Ask your IBM representative for the actual figures—based on the experience of thousands of schools.

IBM

ELECTRIC
TYPEWRITERS

—OUTSELL ALL OTHER ELECTRICS COMBINED!



FAST GROWING Technicraft Laboratories, Inc. relies on a modern National System for efficient accounting.



W. H. DYSON, Controller of Technicraft Laboratories.



THIS NATIONAL "CLASS 31" handles posting and proving work rapidly and accurately.

*"Our **National** System*
saves us \$5,500 a year...
pays for itself every 12 months!"

—Technicraft Laboratories, Inc., Thomaston, Conn.

"Since 1947 we have grown from four employees to our present total of 160," writes W. H. Dyson, Controller of Technicraft Laboratories, Inc. "In order to cope with this rapid expansion, we installed our present National Accounting System. In the first year of operation alone it saved us over \$5,500!"

"We use our 'Class 31' for all Accounts Receivable (including invoices) and Accounts Payable, in addition to general ledger and payroll accounting. Payroll work that used to require 2½

days is now accomplished in one-half day—despite the continual increase in personnel!"

"Our National has also practically eliminated posting errors and provides us with accurate, up-to-the-minute records. By saving us valuable time and greatly increasing our accounting efficiency, our National System pays for itself every 12 months!"

W. H. Dyson
 Controller, Technicraft
 Laboratories

A National System can streamline your accounting operation, too. Nationals quickly return their cost through savings, then continue these savings as added yearly profit. For full details, consult your nearest National representative today. He's listed in the yellow pages of your phone book.

THE NATIONAL CASH REGISTER COMPANY, Dayton 9, Ohio
 989 OFFICES IN 94 COUNTRIES

